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ABSTRACT

This guide is intended to serve as a resource for use in developing a business education curriculum at all grade levels between K and 14. Guidelines are presented for using the guide and developing local business education standards. The next main section deals with teaching the following business skills at the elementary school level: keyboarding, basic economics, computer literacy, career and business explorations, and job attitude and human relations skills. The following section examines the teaching of the same subject areas at the middle and junior high school levels. Business education at the secondary and postsecondary levels is discussed next. The next five sections deal with teaching the following areas in secondary and postsecondary level business education programs: basic skills and core competencies (information, personal development, economic, consumer, business concepts, and technology skills); text processing; data processing; accounting and recordkeeping; and entrepreneurship. Appendixes include a list of selected resources, sentence capitalization and punctuation guidelines, lists of frequently misspelled business words, Policies Commission for Business and Economic Education (PCBEE) policy statements about various business education subject areas and business education practices, and a PCBEE position paper on information processing in business education. (MN)

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Database of Competencies for Business Curriculum Development, K-14

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DATABASE OF COMPETENCIES

FOR

BUSINESS CURRICULUM DEVELOPMENT, K-14

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Concern for students, dedication to this project, perseverance in the face of overwhelming odds, sharing of expertise, and cooperation throughout the project are characteristics that each of the educators involved in this effort exhibit. For these reasons, recognition is given to these loyal individuals:

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Merle W. Wood, Business Education Consultant, Lafayette, California
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We express appreciation to the following educators who participated in reviewing draft copies and responding to questionnaires. The draft was disseminated in the spring of 1987. As many of their recommendations as possible were incorporated into this document. All recommendations will be handed to the Curriculum Oversight Committee for consideration as the document is reviewed and used throughout the coming year. Revisions will be made and disseminated in the spring of 1988.

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INTRODUCTION

During its long and active history, the National Business Education Association (NBEA), through its members, has produced many significant publications that have had a lasting impact upon business education, upon students, upon families, and even upon the American economy. For many individuals, business education has meant training for an entry-level job, or retraining or job upgrading later in their work careers. For others, it has provided a place to explore business, and this has led to enrollment in and successful completion of collegiate business programs. For all of these, and hundreds of thousands more, business education has provided economic education that has helped them to live and work and prosper as members of our economic system.

Among its extensive publication activities, NBEA has produced many subject-oriented documents that have provided guidance and information to the membership relative to both traditional and emerging curriculum. The annual NBEA Yearbook, for example, has been an exemplary series of publications dedicated to special interests, emerging trends, and in-depth reviews and projections relative to selected topics and issues. However, this publication, Database of Competencies for Business Curriculum Development, K-14, is the first effort to codify the entire business education curriculum from kindergarten through grade level 14. It is a hallmark publication that deserves the attention not only of business educators, but general educators, economists, publishers, office equipment manufacturers, business leaders, legislators, boards of education, administrators, guidance counselors, parents, and even the students served by business education.

The Project Development

This project was first authorized by the NBEA Executive Board in July 1984 under the name NBEA K-14 Model Curriculum Task Force. The members of the task force were:

Betty C. Fry, Chairman, State Department of Vocational-Technical Education, Stillwater, Oklahoma
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An initial meeting of the task force was held in Los Angeles, California, in February 1985. Additional meetings of segments of the task force were held during the 1985 meeting of the American Vocational Association in New Orleans and the 1985 and 1986 NBEA meetings in Las Vegas, Nevada, and Hollywood, Florida. Two additional task force work sessions were held in Chicago in August 1985 and in Oakland, California, in July 1986. In addition there was a continual exchange of draft copy between task force members virtually throughout the life of this group.

The Validation Process

The proficiency standards listed in this guide are based on the skills, abilities, and attitudes considered by business to be essential for entry-level employees in the business offices of America. The content does not cater to a special geographic area nor to special business interests. It does not devote special attention either to the small business office or the large corporate environment. Rather, it provides a global curriculum, one that encompasses the general needs of the business office for effective, efficient, and productive employees.

Task force members were given assignments to develop early drafts of specific sections of the guide. They had colleagues and associates review these early efforts. Later, the curriculum work of each task force member was circulated by mail for review by the rest of the task force membership. During the several face-to-face meetings, detailed reviews of various sections of the curriculum guide were undertaken. It was this continual inspection that, we feel, produced a balanced and defensible set of instructional standards for business education.

A final, yet most significant, validation step was taken. The Education, Employment and Training Committee of the Chamber of Commerce of the United States was contacted and asked to perform a review of the curriculum. Stephen B. Friedheim, president of Executive Secretarial School in Dallas, Texas, acted on behalf of the Committee.

The purpose of the review was to detect omissions, delete extraneous material, and comment on statements and standards that might be confusing or were in some manner defective. Literally, the question at hand was, Do you believe that this is an appropriate curriculum for students in our business education programs?

The Committee's suggestions were incorporated into the draft copy, final copy was prepared, and the document was printed. Business educators should, we feel, have confidence in the document. It represents a massive amount of work. It contains the best thinking of a competent committee. It reflects the review of many committed business educators.

THE PHILOSOPHY ON WHICH THIS GUIDE WAS DESIGNED

Most educators, whether they are business educators or from some other discipline, have always expressed concern that someone might propose, and actually put in place, some sort of national curriculum. It has generally been accepted that what takes place in a classroom is the business of local school boards, administrators, teachers, and parents. Our democratic system has no interest in a dictated curriculum proposed and enforced by an outside agency.

While this is true, we do recognize that we need to share information and assist one another. Sharing, supporting, and networking are the primary purposes of our associations. This guide is an example of that sharing. It outlines a model from which schools may draw instructional standards for use in their own programs of instruction. It is not a cure-all. It does not offer solutions to every curriculum problem in business education. It is, however, a valuable resource and a valuable curriculum tool. Every business educator should become familiar with its contents.

Contribution to Basic Skills

Business education has always concentrated on developing basic skills in every student it has served. After all, business education deals primarily with the MATHEMATICS and WORDS of business. Without basic skills in reading, writing, and computing, students cannot succeed in business programs. With this in mind, very visible attention was given to such essentials as basic math skill development, punctuation, spelling, capitalization, word usage, and so on through the entire list of essential skills. In addition, the model curriculum has provided a focus on reading, particularly on the topics of economics, entrepreneurship, and personal development.

While these have all been taught and reinforced in business education classes literally since business education began, we feel that this emphasis is appropriate at this time. All educators are responsible for developing these skills. We feel, too, that local districts that have strict academic graduation requirements can secure approval for the granting of academic credit for many of the business education courses simply by documenting the attention they give to basic skills. Such dual credit is attractive to students as it provides them with graduation credits while still permitting them to enroll in a full vocational program.

Flexibility

It would be a rare school indeed that could or would adopt this curriculum in its entirety. It has been developed as a resource from which local educational agencies can select those standards that apply to their instructional program. We can expect this model will be used by schools where the student body is from affluent homes as

well as those schools where many students come from homes of poverty. The guide will be used in inner city schools, schools where most students are college bound, and small schools located in remote rural areas.

Besides being used in secondary schools, these standards will be used in adult day and evening schools, vocational centers, and community colleges. Curriculum needs differ not only between parts of the country but even within a city itself. It is not rare to find different business education programs offered in different schools within a large school district. As teachers develop instructional programs, they consider the type of students they serve, their culture and background, their career objectives, and their learning styles. They reflect on the type and amount of instructional equipment available, supply and equipment budgets, and dozens of other details. To properly serve students, curriculum must be designed around student needs. When the needs vary, the curriculum must reflect these differences.

The day of the static curriculum in business education is over. Where at one time we did tend to have a solid, virtually immutable curriculum, we now have hundreds of different influences on course content and sequence. Perhaps the static curriculum never was defensible; but it did exist. There was a time when a business educator could know and teach every subject in secondary business education. Those days are gone, too. Now, we must network with each other to bring to our courses and programs the latest technology, and we must rely upon local schools to select the course content that is appropriate for their instructional environment.

Courses and Programs

After even a cursory examination of the standards listed in this model curriculum, it will become evident that it contains a mass of instructional standards. By using this material, standards for many of the courses and major units in business education can be developed. These courses and/or units include the following:

- Recordkeeping
- Typing
- Transcription
- Office Procedures
- Introduction to Computers
- Business Mathematics
- Human Relations
- Business Core Areas
- Accounting
- Secretarial Procedures
- Word Processing
- General Office
- Activities of Receptionist
- Business Economics
- Concentrations on:
  - Accounts receivable
  - Accounts payable
  - Payroll
- Keyboarding
- Shorthand
- Machine Calculations
- Computer Applications
- Business English
- Entrepreneurship
- Data Entry
- Decision Making

Getting on the Cutting Edge

This guide is to serve schools as a basic resource. It is rich in traditional content and provides many of the standards brought about by the use of the microcomputer in business education instruction. Business education course content will continue to evolve, probably at a rapid pace. For example, at one of the last committee meetings a task force member mentioned that several business executives had commented that they used the lap-top computer a great deal when on trips. They also said that when they returned to their offices they had their office support personnel transfer the data from the lap-top to disk. After discussion by the committee members present, it was decided to develop and include a standard on this activity. Assuming that this activity will occur with increased frequency, and undoubtedly it will, our students need proficiency in transferring data from lap-top computers without loss of data. Can you imagine the reaction of an executive if, due to lack of skill, an employee lost data that may have taken him/her many hours to generate? We can expect continual modifications to our curriculum as computer use and technology change.

Staying on the Cutting Edge

To provide for documentation of changes that we must make in curriculum due to new products and procedures used in business, NBEA has established the K-14 Curriculum Oversight Committee. This group will serve as a focal point where members may send suggested modifications regarding curriculum. This committee's task will be the monitoring of this guide and the issuing of updates at appropriate times, probably on an annual basis. This committee is designed so that the members will, besides serving as members at large, be assigned one particular curriculum topic on which they will concentrate. In this way, as modifications are made and supplements are issued, teachers can insert the revisions into their curriculum binders.

Members of this committee are:

Betty C. Fry, Chairman, University of Wyoming, Laramie, Wyoming
Carolyn V. Norwood, Essex County College, Newark, New Jersey
Patricia G. Moody, University of South Carolina, Columbia, South Carolina
Joanne Newcomer, State Department of Elementary and Secondary Education, Jefferson City, Missouri
Donald L. Moore, Coronado High School, Colorado Springs, Colorado
Marilyn R. Bennion, Box Elder High School, Brigham City, Utah

HOW TO USE THIS GUIDE

A one-teacher business department will offer a far different program than will the department with a half-dozen teachers or more. Yet, each program can be one of quality. Not only will the course offerings in the small school be different, but frequently the content within courses will differ. For example, the small department may have a very limited number of electronic calculators and microcomputers for use in its accounting program, as compared to the medium-sized or large department. This will generally mean that each student has available fewer clock-hours per term on this equipment. It also generally means that such students will do additional manual accounting practice sets or cover additional accounting theory in lieu of using calculators and microcomputers.

There are additional differences in other courses and programs due to other kinds of constraints. The small school may offer no shorthand program due to low potential enrollments. Such a school may offer various courses on alternate years; business mathematics one year and business English the next, for example. Such a school may find it necessary to combine first-year typing with a few students who are enrolled in second-year typing. The teacher, dividing his or her time between two curriculums during the same period, will, of necessity, teach differently than if all students in the room were taking the same level of instruction. In such situations, while there will probably be little impact on the quality of instruction, there will tend to be differences in depth of coverage of selected curriculum topics.

Some schools, where teacher aides are provided, will find that a more extensive curriculum can be covered because of this instructional support. Schools that have teachers who work closely with the community may design into their curriculum a number of important field trips and a number of pertinent guest speakers. The time for these significant curriculum events must come from somewhere, and generally this means adjustments to the coverage of topics that otherwise might be included in day-to-day classroom instruction. There are legitimate reasons for business programs to differ from district to district and from school to school. However, this is not a license for a district to operate substandard programs. This model curriculum guide provides the standards from which quality instructional programs can be built.

The Proficiency Standards

The proficiency standards that are listed in this model curriculum will generally match quite closely to local district needs. They serve as a resource from which local school districts may draw the standards that apply to their business education programs. The standards cover a broad cluster of office support and business occupations and jobs. The standards listed in the text processing curriculum cluster, for example, are intended as a reference and a

resource for schools to use in developing their own business education curriculum, based on input from their advisory committees. The basic content of programs such as general office clerk, clerk typist, and other, are included in this cluster of standards. Instructional programs may differ to meet the unique requirements of their students, communities, faculties, and facilities. These diversities require that there be flexibility in curriculum structures. That flexibility is provided in this document.

The standards are constructed in three parts. Each includes: (1) the conditions under which a student is to perform, (2) what the student is to be able to do, and (3) the minimum level of proficiency that is considered to be acceptable. As these standards have been developed for nationwide use, local districts will find cases where some standards are unacceptable. In some situations standards that are desired may not be included. In such cases the local district should eliminate the unwanted standards and substitute its own. Certainly, in the case of the level of proficiency, local districts will find many cases where the stated criteria are too high--or too low. These should be changed to meet local needs. Some schools may simply wish to drop the level of proficiency from the standards that they adopt. Whatever needs to be done to make these materials useful to the local school district should be done.

Advisory Committee Review and Validation

The local office or business occupations advisory committee should be involved in the entire process of curriculum revision and development. That group should be informed when major revision is being undertaken and should review and concur with the general scope, sequence, and content at the curriculum planning stage. When school personnel have completed the draft of the curriculum, members of the local advisory committee should review the document, item by item. Questions should be answered and modifications, as necessary, should be made. A critical factor in having an approved program is that it has been evaluated by the local advisory committee and that it has the endorsement and support of that body.

A district's curriculum must be designed to meet specific local needs, and it falls to the local school agencies to construct an approvable instructional program. After analysis of the district's instructional needs and noting its limitations and strengths, staff members can use this model curriculum as a basis from which to develop their own defensible, functional business education curriculum structure.

DEVELOPING LOCAL BUSINESS EDUCATION STANDARDS

There are many ways that a local school district could approach the development and documentation of standards for courses and programs in the office support and business occupations field. Here, in a sequenced listing, is one approach that might be employed.

- Decide within the business department staff that performance standards need to be developed for selected courses and programs.
- Communicate to the school administration and the local advisory committee that you intend to develop and adopt various office education program standards.
- Gather required information: local and area office and business occupation job descriptions, sample course outlines, and sample text material.
- Determine which, if any, prerequisite or concurrent courses will be required or recommended.
- Determine the types and numbers of microcomputers that will be available for instruction and the software that will be available.
- Develop the sequential list of topics that will be covered in the courses and programs under review.
- Select from this guide those performance standards that apply to your program outline. Modify those that need modification. Omit standards that do not apply. Develop and add standards that are needed but not supplied.
- Draft the tentative list of performance standards.
- Secure advisory committee input and modify the standards as necessary.
- If your school district has a curriculum department, submit the tentative list of standards to that office for review, recommendations, and approval.
- Submit a copy of the list of standards to the local school administration for review, approval, and adoption.
- Post a copy of the approved standards in the office and business education classrooms.
- Develop or revise the course description and recruiting brochures used in the business courses and programs.
- Develop an explanatory cover letter and send copies of the business program performance statements to: feeder middle school

administration, counseling department, each advisory committee member, regional state business education supervisor, local community college, local private business college, local adult education program, education editor of local newspaper, and the area or regional four-year college that has a business teacher education program.

CRITIQUE FORM

for

DATABASE OF COMPETENCIES FOR BUSINESS CURRICULUM DEVELOPMENT, K-14

Please share your comments regarding the following categories:

Format:

Content:

Ease of Use:

Flexibility:

Other comments:

Participant's name_____

___ Check here for permission to use name as a reviewer.

Return form to K-14 Curriculum Oversight Committee, NBEA, 1914 Association Drive, Reston, VA 22091.

BUSINESS EDUCATION AT THE ELEMENTARY SCHOOL LEVEL

The roots of business education lie at the elementary school level. Major contributions at this level are made in the development of the basics: reading, writing, mathematics, work attitudes and habits, as well as human relations skills. In addition, elementary schools have infused personal economic concepts and career awareness activities and instruction. Today, another major contribution is being made at the elementary level through instruction in computer awareness, basic computer operating skills, and keyboarding. While the applications and use of the microcomputer differ widely within elementary education, it is undeniable that this contribution can and will have significant impact on business education courses and programs at the middle school level and beyond.

Because of the traditional focus on the development of mathematics and language skills at the elementary school level, no objectives for these disciplines are listed here. Rather, the instructional objectives that tend to focus more specifically upon careers and initial occupational skill development have been included. The instructional objectives listed here are presented as model guidelines. They do not represent a complete list nor do they represent a mandate.

These objectives are intended to be helpful as business educators work to assist the busy elementary teacher to implement, expand, and improve basic instruction that relates to the field of business education and occupational education in general. Particular attention is called to the level of performance indicated for each objective. Users of this guide should feel free to modify the performance level to meet the particular needs and conditions of their school situation. Additional competencies may be developed and added to this list in order to provide students with enrichment opportunities.

E1

TASK AREA: KEYBOARDING. Students will demonstrate competency in keyboarding by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
E1.1 Using the electric typewriter or microcomputer and copy material of low syllabic intensity,	the student will keyboard alphabetic keys using the "touch typing" system	at a rate of at least 15 gross words per minute with an error limit of two on a one-minute timing.	
E1.2 Using the electric typewriter or microcomputer and a list of numbers each containing from two to four digits,	the student will keyboard the numbers in the list using correct stroking techniques	at a rate of at least 60 keystrokes per minute with an error limit of two on a one-minute timing.	
E1.3 Having completed the typing or keyboarding of an alphabetic paper or report,	the student will proofread the material produced, locate errors using the correction method required for the type of equipment used, and correct keying errors	with no more than five undetected errors.	
E1.4 Given a keyboarding assignment and using an electric typewriter or microcomputer,	the student will correctly operate the functional machine parts or control keys	required to complete the keyboarding assignment.	
E1.5 Given an electric typewriter or microcomputer and an assignment to compose a simple letter or report,	the student will keyboard the assignment making any necessary corrections	and meeting locally adopted speed and accuracy standards.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

E2

TASK AREA: BASIC ECONOMICS. Students will demonstrate an understanding of basic economic concepts by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
E2.1 Given a specified amount of money with which to make purchases (or play money in a classroom situation),	the student will make several purchases (or simulated purchases in the classroom)	and will verify that the change given in the transaction is correct.	
E2.2 Given several products which meet the same general purpose and in which an elementary student would have interest, with each product being of varying price and quality,	the student will study the products and then select the best buy	to the satisfaction of the instructor.	
E2.3 Given a simple form for recording personal income and expenditures and a specified amount of money representing an allowance or money earned,	the student will manage the funds recording both income and expenditures	with income and expenditures correctly categorized and with all computations correct.	
E2.4 Given a simple personal budget form and a specified amount of money,	the student will prepare a personal budget including income, expenses, and savings and will balance the budget after a specified length of time	to the satisfaction of the instructor.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

E3

TASK AREA: COMPUTER LITERACY. Students will demonstrate computer literacy by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
E3.1 Given a microcomputer and a computer program with which the student is familiar,	the student will turn on the equipment, boot up, and operate the computer program	so the program runs successfully.	
E3.2 Given a computer disk and a microcomputer with which the student is familiar,	the student will properly handle the disk inserting it into the disk drive	in a manner that will not damage the software.	
E3.3 Given a microcomputer and a simple word processing program with which the student is familiar,	the student will operate the word processing program demonstrating each of the major features of the program	to the satisfaction of the instructor.	
E3.4 Given a microcomputer with which the student is familiar,	the student will demonstrate or explain the use and purpose of the various function keys	to the satisfaction of the instructor.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

E4

TASK AREA: CAREER AND BUSINESS EXPLORATION. Students will demonstrate an understanding of career and business exploration by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
E4.1 Given a list of 20 occupations which includes at least eight business occupations,	the student will select from the list three occupations that exist in the business field	with 100 percent accuracy.	
E4.2 Given exposure to various business occupations through field trips, interviews, reading, etc.,	the student will identify three business occupations of particular interest and identify at least two tasks that might be performed by workers in each of these occupations	with complete accuracy.	
E4.3 Given an opportunity to interview a business person or to study about a business occupation,	the student will write or type a brief report indicating at least two tasks performed in that occupation, a statement regarding the training required for an entry-level position in that position in that occupation, and at least one personal characteristic that would be helpful to an employee in that occupation	with each required item of content being included.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: CAREER AND BUSINESS EXPLORATION. Students will demonstrate an understanding of career and business exploration by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
E4.4 Given a newspaper want ad section and an assignment to locate and mark two secretarial positions, two accounting positions, two computer operator positions, and one other office position,	the student will locate and mark the job positions	with complete accuracy.	
E4.5 Having been given information on the types of work performed in various office jobs and a list of 10 types of work (such as filing, typing, making bank deposits, etc.),	the student will identify at least two office jobs in which each of the 10 types of work would be found	with at least 80 percent accuracy.	
E4.6 After class discussion on skills used at home,	the student will identify simple skills that can be transferred to a business occupation (e.g., sorting toys and other personal items transfers to sorting mail, storing the toys transfers to filing, etc.)	to the satisfaction of the instructor.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

E5

TASK AREA: JOB ATTITUDE AND HUMAN RELATIONS SKILLS. Students will demonstrate an understanding of job attitudes and human relations skills by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
E5.1 Given a list of 10 positive job traits such as initiative, flexibility, courtesy, reliability, punctuality, patience, dependability, enthusiasm, loyalty, cheerfulness, etc. and a list of definitions of these terms,	the student will match the traits to the definitions	with at least 80 percent accuracy.	
E5.2 Given a list of five physical traits such as voice, health, facial expression, energy, grooming, posture, proper dress, and cleanliness,	the student will select four traits and write a brief statement indicating why each trait would be important to an office worker	to the satisfaction of the instructor.	
E5.3 Given a list of 10 personal traits such as honest, tactful, pleasant, fair, kind, considerate, tolerant, sincere, cooperative, optimistic, and sense of humor and a list of definitions of these terms,	the student will match the traits to the definitions	with at least 80 percent accuracy.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

BUSINESS EDUCATION AT THE MIDDLE SCHOOL/JUNIOR HIGH SCHOOL LEVEL

The well-designed middle school curriculum, along with its other objectives, will be articulated both with the elementary curriculum and the high school curriculum to continue to build on the basic skills of communications and computation, career awareness and exploration, personal and general economic concepts, and computer literacy and operation that were initiated at the elementary school level. Added student maturity, learning opportunities, and a growing interest and awareness of skills and abilities required in various occupations and personal business dealings can make instruction relating to business exciting and rewarding to the middle school student.

One of the traditional roles of the middle school has been to permit students to explore a rather wide range of subjects and topics. The proficiencies listed here complement this broad goal. In addition, students employ their basic language and mathematics skills in new, enlarged, and advanced applications. Since basic skill development and enlargement are ingrained in the middle school curriculum, the proficiencies covering these essential content areas are not listed here. However, it should be noted that basic skills, so important to all advanced instruction, are also the basics of business education. Well-developed ability to read, write, and compute is the foundation on which business education is built, both for personal use and career development.

The topics listed here do not represent a complete list of business-related proficiencies that could be included in the middle school curriculum. Rather they serve as a model, a sampling, of the types of content that can be included to expand instruction. Additional proficiencies may be added to meet specific goals and objectives set by local school districts. Further, the levels of proficiency presented in these statements may be modified to meet the specific needs of students as determined by local school district staff members.

M1

TASK AREA: KEYBOARDING. Students will demonstrate competency in keyboarding by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
M1.1 Using the electric typewriter or microcomputer and copy material of low syllabic intensity,	the student will keyboard alphabetic keys using the "touch typing" system	at a rate of at least 25 words per minute with no more than two errors on a one-minute timing.	
M1.2 Using the electric typewriter or microcomputer and a list of numbers each containing from three to six digits,	the student will keyboard the numbers in the list using correct stroking techniques	at a rate of at least 100 keystrokes per minute with no more than two errors on a one-minute timing.	
M1.3 Having completed the typing or keyboarding of an assignment that contains at least three pages of double-spaced alphabetic copy,	the student will proofread the material produced, locating and correcting keying errors	with no more than two undetected errors, using the correction method appropriate for the type of equipment being used.	
M1.4 Given an electric typewriter or microcomputer and an assignment to compose and produce a two-page report,	the student will keyboard the assignment making all necessary keyboarding corrections and with the printing attractively arranged on the pages	meeting locally adopted standards for speed, accuracy, and formatting.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

M2

TASK AREA: BASIC ECONOMICS. Students will demonstrate an understanding of basic economic concepts by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
M2.1 Given the monthly income for a family of four and a listing of common family expenses such as savings, household, utilities, transportation, education, food, insurance, entertainment, clothing, and miscellaneous,	the student will prepare a budget of monthly family expenses	to the satisfaction of the instructor.	
M2.2 Based on study or an interview with the owner of a small business,	the student will list and explain five benefits and five problems associated with small business ownership	to the satisfaction of the instructor.	
M2.3 Given an assignment to describe the services of financial institutions such as banks, savings and loan associations, and credit unions,	the student will list and describe at least 10 benefits of such institutions to an individual, a family, or a business	with all items listed being correct.	
M2.4 Having selected five cases from newspapers where it is reported that one person or business is suing another person or business for a sum of money,	the student will analyze the cases and describe the claim of each party in all five cases	with complete accuracy.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: BASIC ECONOMICS. Students will demonstrate an understanding of basic economic concepts by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
M2.5 Given a list of 20 economic terms such as scarcity, cost, labor, risk, investment, free enterprise, partnership, employee, consumer, owner, taxes, bankruptcy, profit, corporation, loss, inventory, management, loan, interest, and union and a list of definitions of these terms,	the student will match the terms with the definitions	with at least 80 percent accuracy.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

M3

TASK AREA: COMPUTER LITERACY. Students will demonstrate computer literacy by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
M3.1 Given a microcomputer with which the student is familiar and a CAI (Computer Assisted Instruction) program such as a program of drill and practice on math or language applications,	the student will demonstrate the ability to load the program and interact with the computer	to successful completion of the CAI program.	
M3.2 Given a microcomputer and a simple word processing program with which the student is familiar,	the student will demonstrate the ability to retrieve, update, and store data accurately	without loss or unwanted modification of the original data.	
M3.3 Given 10 statements in the language BASIC,	the student will explain orally or in writing the action that a computer would take for each statement	with a minimum of 80 percent accuracy.	
M3.4 Given a list, in random order, of the five steps in the processing cycle (source document preparation, input, processing, output, and use of output) and the name of an activity such as writing a check, ordering merchandise by mail, or some similar business activity,	the student will arrange the steps in correct sequence and write a brief description of what takes place in each step in the activity assigned	with all steps in correct order and each description accurately stated.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: COMPUTER LITERACY. Students will demonstrate computer literacy by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
M3.5 Given a list of 20 common terms relating to microcomputer use and operation such as abort, bar code, chip, database, debug, documentation, flowchart, graphics, hard copy, magnetic disk, mark sense, numeric pad, output, load, public domain, random access, remote terminal, save, boot, and video output and a list of definitions of those terms,	the student will match the terms with the definitions	with at least 90 percent accuracy.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

M4

TASK AREA: CAREER AND BUSINESS EXPLORATION. Students will demonstrate an understanding of career and business exploration by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
M4.1 After interviewing one or more senior high business students to discover the skills and abilities required for various occupations in business,	the student will select one business training program available in high school and write or type a brief report on that occupation	meeting the standards established by the instructor.	
M4.2 Given appropriate guidance material and job description,	the student will explore at least four skills such as data entry, accounting, filing, reception duty, computer operator, etc.	indicating two of the skills that he or she would be most interested in performing on the job.	
M4.3 Having surveyed a number of jobs and occupations in the business field,	the student will select one such job listing the entry-level position and the intermediate and advanced positions through which one might expect to progress in that job	with no significant omissions.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: CAREER AND BUSINESS EXPLORATION. Students will demonstrate an understanding of career and business exploration by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
M4.4 Given a list of 10 basic job skills such as accuracy, attention to details, ability to follow instructions, neatness, handwriting, basic math competency, oral communication skills, spelling, and written communication skills,	the student will write a brief description of why each is important in office employment	with at least eight acceptable descriptions.	
M4.5 Given a list of 10 areas of work such as mining, sales, construction, manufacturing, agriculture, lumber, transportation and shipping, fishing, and human services such as education and medicine,	the student will prepare a brief statement indicating how business operations are used in each and give two or more specific examples of business applications for each area of work	with at least eight acceptable responses.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

M5

TASK AREA: JOB ATTITUDE AND HUMAN RELATIONS SKILLS. Students will demonstrate an understanding of job attitudes and human relations skills by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
M5.1 Given an assignment to describe the positive personal values that one can expect to experience from holding a job, such as being productive and making your own money,	the student will list and define five such values	to the satisfaction of the instructor.	
M5.2 Given an assignment to describe personal traits and habits that might cause an individual to be fired from a job, such as absenteeism and being irresponsible,	the student will list at least 10 such traits and habits and explain why each is undesirable on the job	with at least 90 percent accuracy.	
M5.3 Given five case problems where an employee is having a human relations problem either with another employee, a customer, or the employer,	the student will read and analyze the cases and indicate the type of decision the employee should make in each case in order to solve the problem	with at least four of the cases correctly solved.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: JOB ATTITUDE AND HUMAN RELATIONS SKILLS. Students will demonstrate an understanding of job attitudes and human relations skills by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
M5.4 Given a list of 10 general abilities required in a work situation, such as diligence, adaptability, perseverance, pride, motivation, willingness to learn, risk taking, patience, reliability, and thoroughness,	the student will briefly define each ability either orally or in writing	with at least eight of the definitions being correct.	
M5.5 Given a list of 10 personal management skills that may be helpful on the job such as judgment, communicating, problem solving, organizing, decision making, creativity, time management, logical thinking, foresight, and goal setting,	the student will write a brief explanation indicating why each skill may be important on the job	with at least 80 percent of the explanations correct.	
M5.6 Given a list of eight personal traits such as honest, pleasant, fair, tolerant, cooperative, optimistic, kind, and considerate,	the student will select the one trait from the list which he or she feels is the most essential to success on every job and will write or present orally a brief description to defend the selection	to the satisfaction of the instructor.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

BUSINESS EDUCATION AT THE SECONDARY AND POSTSECONDARY LEVELS

Building upon the foundations of the curriculum in the elementary school and middle/junior high school, the curriculum of secondary and post-secondary schools provides for broad-based student educational experiences in core or basic competency areas as well as in specific competency areas.

Students will be involved with educational experiences related to general knowledge as well as job specific knowledge. Core competencies are identified as those needed by individuals regardless of their areas of concentration and are considered a basic part of any student's educational program. As the plan for including these competencies in the curriculum is developed, business educators and advisory committees should review carefully to determine where and when they should be included. The listing presented is intended to provide a basis for development not an exhaustive listing of all possibilities.

In addition to the core competencies, this section includes the competency areas relating to processing text, processing data, and entrepreneurial skills and concepts. Again, the competency areas identified are provided to form a basis for development and not an exhaustive listing. Further, the levels of proficiency presented may be modified to meet the specific needs of students as determined by local school district staff members and local advisory committee members.

BASIC SKILLS AND CORE COMPETENCIES

All Students

A model business curriculum serves all students: it provides for the continuing education of individuals in the elementary, middle/junior high, senior high, postsecondary, and continuing education programs. Provisions must also be made for the special needs of all students. The basic skills standards outlined in this section may appear in programs from junior high through junior college because these are the basics. Their mastery is essential. At whatever level a student enters a business program, it is necessary that he/she demonstrate competency in the basic skills. The degree of terminal proficiency may differ from level to level, but the content must be covered and mastered.

The Elementary Student

Career awareness is a major focus of the elementary program. Teachers provide occupational information to instill in students a positive attitude toward self, school, and work. Another major focus of the elementary program is the expansion of computer usage at all grade levels. To use this tool effectively, elementary students should be taught basic keyboarding skills. Instruction should begin when students are inputting more than one- or two-character responses.

The Junior High/Middle School Student

A business curriculum in the junior high/middle school is a continuation of experiences presented at the elementary level. Students should continue to explore a variety of career options and computer applications. Other offerings should provide students with basic business knowledge and skills that can be used in personal activities.

The Senior High School Student

Business programs, an integral part of a comprehensive secondary school curriculum, are designed to encompass life application skills; basic business, economic, and business administration education; college preparation; and vocational preparation. A business curriculum is for students who are preparing to enter a four-year college/university, a two-year college/technical school, or employment after graduation. Course offerings focus on instruction in economic education, initial job preparation, and all areas of communication--reading, writing, speaking, listening, and computing. Computer education should be an integral part of the program, and computer applications should be integrated into all courses.

The Postsecondary Student

A business curriculum includes basic preparation in the skills, knowledge, and attitudes needed for employment as well as in advanced and specialized programs for those seeking advancement.

The Continuing Education Student

A business curriculum provides for lifelong learning experiences for individuals who wish to gain new skills and knowledge for life applications, prepare for initial employment or advancement, or prepare for a new career. A continuing education curriculum is based on the needs and desires of the people within the community.

Business programs should be designed to accommodate the goals and objectives of all students. The extent to which program course offerings are made available to students is usually determined by the size of school, the resources that are available, and the expectations of the community.

Additional areas of emphasis include decision-making and critical-thinking skills, computer and consumer skills, interpersonal relationships, personal work habits and attitudes, and preparation for employment.

BASIC SKILLS AND CORE COMPETENCIES

C1 - C4	Information Skills
C5 - C9	Personal Development Skills
C10 - C12	Economic, Consumer, and Business Concepts Skills
C13 - C14	Technology Skills

INFORMATION SKILLS

C1 Reading

C2 Writing

C3 Speaking and Listening

C4 Computing

C1

TASK AREA: READING. Students will demonstrate competency in reading and understanding printed materials by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
C1.1 Given a newspaper or magazine article of 500 words or less,	the student will identify and summarize in his/her own words the main and subordinate ideas in the article	with 100 percent accuracy.	
C1.2 Given a paragraph of at least 100 words in length,	the student will summarize orally or in writing the writer's point of view, tone, meaning, and ideas	with no significant omissions.	
C1.3 Given an assignment of reviewing several examples of printed materials (i.e., newspaper, magazine, book, media),	the student will explain orally or in writing the different purposes and methods of writing for the reader, be able to note the details and facts of that writing, and be able to separate his/her personal opinions and assumptions from the writer's	to the satisfaction of the instructor.	
C1.4 Given any book with features such as table of contents, preface, introduction, titles, index, glossary, appendix, and/or bibliography,	the student will identify and define the purpose and relationship to the book of each feature	with at least 95 percent accuracy.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: READING. Students will demonstrate competency in reading and understanding printed materials by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
C1.5 Given a listing of bibliographical references,	the student will locate and verify at least three sources	accurately.	
C1.6 Given an assignment to keep a personal record of newly acquired business words complete with definitions,	the student will develop and maintain a personal word list	adding at least five words each week.	
C1.7 Given printed material of at least 100 words in length,	the student will demonstrate one of the purposes of reading (i.e., survey, skim, review, question, and master) by responding to content questions	with at least 80 percent accuracy.	
C1.8 Given a library of business-related books,	the student will select and read various books for personal growth and pleasure	completing at least two per semester.	
C1.9 Given two books such as How To Run a Small Business and Going for It,	the student will read both and will write a one-page report comparing the philosophies	listing three or more points for each.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: READING. Students will demonstrate competency in reading and understanding printed materials by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
C1.10 Given a book such as In Search of Excellence or Megatrends,	the student will read the text and then summarize the general theme in a one-paragraph statement	listing at least five major points.	
C1.11 Given a book such as The One Minute Manager,	the student will read the book and report orally the major points in brief statements	responding to all questions from the floor.	
C1.12 Given a book such as How To Win Friends and Influence People or Complete Guide to Executive Manners,	the student will read the book and then indicate how the information gained can be helpful to one working in business	listing at least 10 points.	
C1.13 Given an assignment to study the etymology of business words, their roots, and histories,	the student will develop a record of such words as the following, indicating their origins: balance, monopoly, retail, mimeograph, cash, expend, reconcile, pecuniary, accrue, calculate, typewrite, contract, endorse, salary, depreciate, pen, post, manufacture, secretary, stenographer, audit, disburse, collateral, bank	with complete accuracy.	

*Teacners should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: READING. Students will demonstrate competency in reading and understanding printed materials by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
C1.14 Given access to a library of business-related books,	the student will read from such references developing an awareness of the effects of business, both positive and negative, upon people, our culture, and our value system	listing at least one point from each.	
C1.15 Given an assignment to select a favorite business writer,	the student will call upon his/her experience in having done extensive reading, make the selection, and prepare either a written or oral report indicating why this particular selection was made	to the satisfaction of the instructor.	
C1.16 Given an assignment to read and analyze advertising statements,	the student will review a wide variety of advertisements and give an oral report of several samples using propaganda techniques or making untrue or misleading statements	to the satisfaction of the instructor.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

C2

TASK AREA: WRITING. Students will demonstrate competency in writing by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
C2.1 Given 10 minutes and a printed paragraph containing all letters of the alphabet and at least 60 words,	the student will make a copy in his or her own handwriting	with all words legible.	
C2.2 Given an oral business message including numbers,	the student will write or print a copy of the message	legibly.	
C2.3 Given a business form requiring handwritten carbon copies (i.e., voucher, invoices, receipts, etc.),	the student will complete the form	with the information easily read from the carbon copies.	
C2.4 Given an employment application requiring both printed and handwritten information,	the student will follow the directions and complete the application form	legibly and accurately.	
SEE APPENDIX A FOR SAMPLE SENTENCES RELATING TO C2.5 - C2.7.			

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: WRITING. Students will demonstrate competency in writing by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
C2.5 Given six sample sentences (except for the final period) with each statement including one of the following: two complete sentences, an introductory phrase, a nonrestrictive clause, items in a series, a prepositional phrase,	the student will insert the required commas	with no more than one error.	
C2.6 Given three sample sentences including one or more of the following: omission of connecting word, stand-alone introductory clause, enumeration, series,	the student will insert the required semicolon(s)	with no more than one error.	
C2.7 Given three sample sentences including one or more of the following: illustration, quotation, enumeration, introductory clause,	the student will insert the required colon(s)	with no more than one error.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: WRITING. Students will demonstrate competency in writing by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
C2.8 Given five sample sentences including one or more of the following: sentence ending with question mark, period, exclamation point, and/or use of semi-colon,	the student will insert the required quotation marks	with complete accuracy.	
C2.9 Given four sample sentences including one or more of the following: contraction of word or figure; possessive; plural of letter, figure, or word; and verb form of letter or unusual word,	the student will insert the required apostrophe(s)	with complete accuracy.	
C2.10 Given 10 sentences with words that could or could not be capitalized, including one or more of the following: personal title, business department, proper name, family title, trade name, tax, numbered item, direction, nation, race, language, season,	the student will demonstrate knowledge of capitalization	with no more than one error.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: WRITING. Students will demonstrate competency in writing by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
C2.11 Given 10 sentences with words that could or could not be divided, including one or more of the following: double letters, vowels, one syllable, prefix, suffix, proper name, date, contraction,	the student will demonstrate word division knowledge	with no more than one error.	
C2.12 After listening to 50 sentences, each containing common words requiring knowledge of the use of spelling rules covering these situations: "ie" or "ei", changing "y" to "i", dropping final "e" before suffix, doubling consonant before suffix, apostrophes, homonyms, hyphens,	the student will spell the words	correctly.	
C2.13 Given a typewritten list of 50 misspelled words including at least 20 words misspelled because of missing letters, transposition, extra letter, and apostrophes incorrectly used,	the student will write or type the list	so that the words are spelled correctly.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: WRITING. Students will demonstrate competency in writing by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
C2.14 After listening to sentences containing words randomly selected from Spelling List "A" in the appendix,	the student will spell the words	correctly.	
C2.15 After listening to sentences containing 200 words randomly selected from Spelling List "B" in the appendix,	the student will spell the words	correctly.	
C2.16 Given an assignment to write a short paper on a topic of the instructor's choosing,	the student will brainstorm ideas about that topic; organize, select, and relate those ideas into outline form; and present them	to the satisfaction of the instructor.	
C2.17 Following the outline developed in condition C2.16,	the student will develop that outline into coherent paragraphs using standard English sentences with correct sentence structure, verb forms, plural forms, word choice, and other mechanics of writing	with complete accuracy.	

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TASK AREA: WRITING. Students will demonstrate competency in writing by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
C2.18 After writing the paragraphs in condition C2.17,	the student will edit the material, correct errors, restructure, and rewrite	to the satisfaction of the instructor.	
C2.19 Given a writing assignment requiring the use of reference materials,	the student will gather information suitable for the purpose, using a dictionary, thesaurus, encyclopedia, and other resources	citing at least five references.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

C3

TASK AREA: SPEAKING AND LISTENING. Students will demonstrate competency in speaking and listening by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
C3.1 Given a list of topics or a role-playing situation,	the student will converse spontaneously with another student	using standard pronunciation, diction, vocabulary, and grammar.	
C3.2 After listening to a three-minute oral presentation,	the student will answer related objective questions concerning the content	completely and accurately.	
C3.3 Given oral instructions for completing a project,	the student will demonstrate concentration, distraction reduction, response to the speaker, and notetaking abilities	by following the instructions exactly.	
C3.4 Given an assignment to give oral directions to an individual on how to get to a business located within the community,	the student will give the directions	clearly and accurately, including answering follow-up questions.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: SPEAKING AND LISTENING. Students will demonstrate competency in speaking and listening by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
C3.5 Given a class assignment to select one item from the following list of situations requiring oral communication: you are motioned by a police officer to pull your car over to the curb; a person breaks in ahead of you in a theater line; a lost child, age 5, asks you for help; you hail a taxicab and give information on your destination; a bothersome neighbor asks to borrow your lawn mower; a student asks you to let him copy an assignment from you; you order an airline ticket for a particular date and destination; you call a newspaper office to report that no paper was delivered; you discuss with your teacher a grade that you feel is too low; you return a defective camera to the store,	the student will indicate what preplanning, if any, could or should be done; indicate what outcomes are expected from the discussion; indicate his/her attitude as the discussion begins; indicate any body language that might be used; and indicate the tone of voice that might be used in the discussion	completely and accurately.	

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TASK AREA: SPEAKING AND LISTENING. Students will demonstrate competency in speaking and listening by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
C3.6 Given an assignment to indicate the style of communication that would be appropriate and acceptable in each of the following situations, including audibility, clarity, articulation, word selection, quality of voice, eye contact, and appropriate body language: at a private meeting with the mayor; in a job interview; for a presentation at a school assembly of students; at a cookout in the back yard held for your family and friends; providing a very old man, a stranger, with requested information,	the student will write or describe orally the speech characteristics	that would be most appropriate in each situation.	
C3.7 Given a current business-related topic,	the student will initiate and develop ideas about that topic, select and organize related ideas, and present these ideas during the discussion	in a clear and effective manner.	

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TASK AREA: SPEAKING AND LISTENING. Students will demonstrate competency in speaking and listening by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
C3.8 Given the assignment to make a three-minute oral presentation before the class,	the student will make the presentation	demonstrating a controlled voice, speaking correctly in standard English, expressing ideas clearly and concisely, and answering questions coherently.	
C3.9 Given an assignment to listen to a speaker,	the student will critique the presentation	identifying the positive and negative techniques used.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

C4

TASK AREA: COMPUTING. Students will demonstrate competency in computing without the aid of the calculator by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
C4.1 Given five whole-number addition problems, with each problem containing not more than six numbers composed of two to five digits,	the student will add the numbers	with a minimum of 95 percent accuracy.	
C4.2 Given five whole-number subtraction problems, with each number containing between two and six digits,	the student will subtract the numbers	with a minimum of 95 percent accuracy.	
C4.3 Given five whole-number multiplication problems, with each number containing five or fewer digits,	the student will multiply the numbers	with a minimum of 95 percent accuracy.	
C4.4 Given five whole-number division problems, with each divisor containing not more than three digits and each dividend containing not more than six digits and with at least one of the problems having a remainder,	the student will divide the numbers	with a minimum of 95 percent accuracy.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: COMPUTING. Students will demonstrate competency in computing without the aid of the calculator by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
C4.5 Given five whole-number decimal problems for addition, subtraction, multiplication, and division, with not more than three digits to the right of the decimal point,	the student will solve the problems	with a minimum of 95 percent accuracy.	
C4.6 Given five problems in conversion of common fractions to decimals	the student will convert the fractions	with a minimum of 95 percent accuracy.	
C4.7 Given five problems involving reducing common fractions to lowest terms,	the student will reduce the fractions	with a minimum of 95 percent accuracy.	
C4.8 Given five problems requiring the conversion of decimals to percent and percent to decimals,	the student will convert the numbers as assigned	with a minimum of 95 percent accuracy.	
C4.9 Given five whole-number or dollar-amount problems of addition, subtraction, multiplication, and division,	the student will first estimate the answers to each problem, then work the problems	with at least 80 percent of the estimations correct.	

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TASK AREA: COMPUTING. Students will demonstrate competency in computing without the aid of the calculator by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
C4.10 Given a change fund of real or simulated money (coins and currency) and a cash report form,	the student will count the cash by denomination and complete the cash report form	with 95 percent accuracy.	
C4.11 Given five word problems, each with at least three factors necessary to solving a mathematical problem,	the student will be able to identify the information required for each solution and solve the problems	with a minimum of 90 percent accuracy.	
C4.12 Given an assignment to read a total of 10 items of information from a chart, graph, and/or table,	the student will report the required information	with 95 percent accuracy.	
C4.13 Given five simple interest problems, with at least three digits in the amount of money borrowed and the rate of interest expressed as a percentage,	the student will determine the amount of interest in dollars and cents	with 95 percent accuracy.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

PERSONAL DEVELOPMENT SKILLS

C5 Self-Management

C6 Interpersonal Relations

C7 Decision Making and Critical Thinking

C8 Leadership

C9 Career Awareness/Goal Setting

C5

TASK AREA: SELF-MANAGEMENT. Students will demonstrate competency in the use of self-management skills by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
C5.1 Given a daily time log form with 30-minute increments,	the student will record and analyze his/her daily activities for one week and identify time well spent	accounting for all activity including leisure.	
C5.2 Given a daily to-do list,	the student will list the things to be done each day in the order of importance marking all tasks accomplished	with all items not completed carried forward.	
C5.3 Given the assignment to set personal goals,	the student will list three goals that he/she wants to achieve in the next 30 days (based on the guidelines of being realistic and specific, setting deadlines, and being flexible)	and at the end of 30 days review the list to see which goals have or have not been achieved completely.	
C5.4 Given an assignment to develop a personal study plan,	the student will select a place or places to study; set aside times, materials, and supporting resources such as a dictionary, keyboard, reading light, and quiet atmospnere;	and evaluate the study plan after two weeks and modify as necessary.	

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TASK AREA: SELF-MANAGEMENT. Students will demonstrate competency in the use of self-management skills by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
C5.5 Given a list of 10 physical fitness activities such as proper diet, exercise, annual physical, adequate rest, and adequate leisure time,	the student will develop and implement a personal physical fitness program	and evaluate the program monthly.	
C5.6 Given an estimated income after completion of the training program,	the student will develop a personal budget including housing, transportation, savings, food, entertainment, insurance, and clothing	appropriate to his/her selected occupation and to his/her station in life.	
C5.7 Given four personal or family economic case problems to solve, such as purchase of a new or used car, deciding which of three apartments to rent, deciding whether to change jobs, deciding upon a long-range savings program,	the student will prepare a written analysis of each case	identifying at least one major consideration of each.	

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C6

TASK AREA: INTERPERSONAL RELATIONS. Students will demonstrate competency in the use of interpersonal relations skills by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
C6.1 Given a self-evaluation form on human relations skills listing physical traits that can have a bearing on one's ability to work successfully with others, such as voice, general health, facial expression, cleanliness, and general grooming,	the student will indicate in writing how each of these qualities can have an effect upon fellow employees and the public	responding to a minimum of three items during class discussion.	
C6.2 Given a self-evaluation form on human relations skills listing personal traits that can have a bearing on one's ability to work successfully with others, such as integrity, cooperativeness, tactfulness, fairness, courtesy, sense of humor, loyalty, kindness, optimism, sincerity, dependability, patience, and tolerance,	the student will indicate in writing how each of these qualities can have an effect upon fellow employees and the public	responding to a minimum of three items during class discussion.	

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TASK AREA: INTERPERSONAL RELATIONS. Students will demonstrate competency in the use of interpersonal relations skills by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
C6.3 Given a list of at least 10 work attitudes and/or work habits that employers value such as accuracy, adaptability, punctuality, reliability, productivity, trustworthiness, orderliness, following directions, integrity, and use of good judgment,	the student will check "yes" or "no" column (the one best describing him/herself) and indicate a plan of action to improve his/her work attitude and/or work habit	with each plan of action being completed within a three-month period of time.	
C6.4 Given a list of job titles such as those listed here: telephone operator, auto mechanic, receptionist, police officer, school teacher, dentist, bank clerk, truck driver, farm worker, sales clerk, mail person, night watchman, gardener, waiter/waitress, baseball player, nurse, etc., and a list of positive and negative human relations qualities,	the student will list two positive human relations qualities that would be required of each such jobholder and one negative human relations quality that could/would be tolerated for each	with no omissions.	

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TASK AREA: INTERPERSONAL RELATIONS. Students will demonstrate competency in the use of interpersonal relations skills by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
C6.5 Given at least five questions relating to personal appearance (e.g., Is your hair neatly combed?),	the student will answer each question using a three-point scale (1=excellent, 2=good but could be better, and 3=needs improvement) and indicate how to improve the way he/she looks on at least four of the five questions	to the satisfaction of the instructor.	
C6.6 Given 10 case problems dealing with human relations problems on the job, including conflict and criticism,	the student will read each case and write or describe orally what the problem is and at least two possible solutions to the problem,	identifying the most appropriate solution.	
C6.7 Given a human relations self-rating sheet with a scale of ratings of one to five (with five the high rating),	the student will prepare a confidential rating of himself/herself	and will prepare a brief plan for improvement for each quality that is rated below three points.	

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TASK AREA: INTERPERSONAL RELATIONS. Students will demonstrate competency in the use of interpersonal relations skills by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
C6.8 Given an assignment to select and support what he or she considers to be the one most important personal trait, job trait, and physical trait that a person must have for success on the job,	the student will write or keyboard a paper of up to 150 words supporting the selections	with a logical defense of the traits selected.	

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C7

TASK AREA: DECISION MAKING AND CRITICAL THINKING. Students will demonstrate competency in the use of skills in decision making and critical thinking by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
C7.1 Given a list of the six steps useful in decision making: (1) identify and define the problem; (2) do any required research, study, or analysis; (3) decide upon three possible solutions to the problem; (4) select what appears to be the best solution; (5) review the tentative decision to assure it is best; (6) prepare a defense for your decision,	the student will write or describe orally (using a sample problem for examples) what takes place in each step	completely and accurately.	
C7.2 Given a list of 10 emotions and other conditions such as fear, loneliness, hunger, embarrassment, peer pressure, custom, love, culture, religion, and anger,	the student will write or explain orally how these conditions and emotions could have an effect upon structured decision making	giving an example of each emotion.	

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TASK AREA: DECISION MAKING AND CRITICAL THINKING. Students will demonstrate competency in the use of skills in decision making and critical thinking by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
C7.3 Given four case problems requiring decisions dealing with job-related problems such as: you didn't get an expected raise in pay; your boss seems to give you the tougher assignments; there are several unsafe situations in your work area; and one co-worker is not doing his or her share of the work,	the student will prepare a written analysis of each case	using the six-step problem-solving system.	
C7.4 Given four case problems requiring decisions on how to deal with such personal problems as the following: your best friend is always borrowing money from you and frequently does not pay it back; your roommate is sloppy and doesn't do a fair share of the cleanup; members of your family keep dropping in at your apartment unannounced; and you find a so-called friend of yours is continually spreading untrue gossip about you,	the student will prepare a written analysis of each case	using the six-step problem-solving system.	

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TASK AREA: DECISION MAKING AND CRITICAL THINKING. Students will demonstrate competency in the use of skills in decision making and critical thinking by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
C7.5 Given a description of office activities to be performed in a designated time,	the student will determine work priorities to meet deadlines	with at least 90 percent accuracy.	
C7.6 Given at least four statements describing activities that involve risk,	the student will demonstrate the use of inductive and deductive reasoning and rate each activity as a sensible or nonsensible risk	and will explain the rationale for his/her comments.	
C7.7 Having been assigned to a discussion group and given a problem,	the student will participate in a 10-minute brainstorming session, comparing the results of this session with those of other groups in the class	and meeting the accepted standards for effective brainstorming techniques.	
C7.8 Given at least four statements, each involving making a decision requiring choices (e.g., taking a full-time job or going to business school),	the student will identify the costs and benefits involved in each of these choices	with complete accuracy.	

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TASK AREA: DECISION MAKING AND CRITICAL THINKING. Students will demonstrate competency in the use of skills in decision making and critical thinking by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
C7.9 Given a situation involving human relations skills,	the student will consider and evaluate all possible alternative solutions, weigh the risks and the benefits, present these alternatives to the class, lead them in the problem-solving process, and present a solution to the problem--with the assurance that the solution would be effective in a real-life situation--	to the satisfaction of the instructor.	

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C8

TASK AREA: LEADERSHIP. Students will demonstrate competency in the use of leadership skills by meeting the following standards. A valuable strategy for developing these skills is through vocational student organizations.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
C8.1 Given the assumption that individuals demonstrating leadership ability will always be in demand,	the student will describe essential traits that leaders have in common (recognizing that leaders have different personalities)	as stated in leadership development materials.	
C8.2 Given an assigned task,	the student will demonstrate his/her leadership abilities by accepting responsibility, displaying a positive attitude toward the work, showing pride in his/her accomplishment of the task, and working with or without supervision	to the satisfaction of the instructor.	
C8.3 Given the assignment to observe leaders in action,	the student will compile a list of leadership styles, abilities, and characteristics noticed in completing this assignment and will discuss his/her findings in written and oral communication with the class	to the satisfaction of the instructor.	

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TASK AREA: LEADERSHIP. Students will demonstrate competency in the use of leadership skills by meeting the following standards. A valuable strategy for developing these skills is through vocational student organizations.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
C8.4 Given a list of leadership qualities such as initiative, imagination, independence, individuality, motivates people, inspires confidence, and delegates responsibility,	the student will give himself/herself a rating on each quality using this scale: 5=very high, 4=high, 3=average, 2=low, 1=very low	to the satisfaction of the instructor.	

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C9

TASK AREA: CAREER AWARENESS/GOAL SETTING. Students will demonstrate competency in understanding career possibilities and goal setting by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
C9.1 Given the assignment of setting at least three personal and three career goals,	the student will distinguish the differences between the two kinds of goals and list the set goals with established deadlines for accomplishing them	to the satisfaction of the instructor.	
C9.2 Given the assignment to explore an awareness of several career choices,	the student will identify at least two career choices, research these careers thoroughly, and present the assignment in a typewritten paper of at least five pages in length	to the satisfaction of the instructor.	
C9.3 Given an advertisement for a job that interests him/her,	the student will complete a one-page resume and letter of application for that job, following the accepted guidelines for acceptable resumes and letters of application	to the satisfaction of the instructor.	
C9.4 In preparation for role-playing an actual job interview,	the student will prepare a list of questions before the interview which might be asked by the interviewer	to the satisfaction of the instructor.	

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TASK AREA: CAREER AWARENESS/GOAL SETTING. Students will demonstrate competency in understanding career possibilities and goal setting by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
C9.5 Given the assignment of preparing guidelines for a successful interview,	the student will present at least six guidelines accepted as standards in the interviewing process	to the satisfaction of the instructor.	
C9.6 Role-playing an actual job interview situation,	the student as interviewee will participate in an interview at least five minutes in length	meeting adopted standards for a successful interview.	

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ECONOMIC, CONSUMER, AND BUSINESS CONCEPTS SKILLS

C10 American Economic System

C11 Money Management

C12 Business and Its Environment

C10

TASK AREA: AMERICAN ECONOMIC SYSTEM. Students will demonstrate competency in understanding the American economic system by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
C10.1 Given the assignment to write a research paper on the American economic system,	the student will present a typewritten paper of at least four pages, detailing the characteristics of the system, analyzing the pros and cons of the system, and presenting his/her own views of the system	meeting the standards prescribed by the instructor.	
C10.2 Given a listing of at least 10 economic events and/or issues within the American economic system,	the student will identify the impact of each event or issue upon all American citizens and their economic system, according to documented facts of those events or issues	to the satisfaction of the instructor.	
C10.3 Given at least 15 economic terms (e.g., supply, demand, price, mechanism, competition, monetary policy, opportunity costs, etc.),	the student will match the correct term with the correct definition	with at least 90 percent accuracy.	
C10.4 Given a stock market page from the Wall Street Journal,	the student will identify and describe each printed column	with 100 percent accuracy.	

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TASK AREA: AMERICAN ECONOMIC SYSTEM. Students will demonstrate competency in understanding the American economic system by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
C10.5 Given the assignment to research labor organizations in the American economic system,	the student will select a creative way to conduct this research and present an oral presentation of at least 15 minutes to the class	meeting the standards as set forth by the instructor for this assignment.	
C10.6 Assigned to a small group within a class that is debating the pros and cons of various economic systems,	the student will help his/her group to identify those pros and cons for an assigned economic system and present the findings before the class	meeting the standards set forth by the instructor for the assignment.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

C11

TASK AREA: MONEY MANAGEMENT. Students will demonstrate competency in understanding management of resources by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
C11.1 Given three products which meet the same general purpose, with each product being different in price and quality,	the student will study the products	and select the best buy.	
C11.2 Given the assignment of preparing guidelines for becoming an intelligent buyer/ consumer in the marketplace,	the student will identify at least five of the prerequisites for wise consumer buying according to established guidelines documented in text materials	with 100 percent accuracy.	
C11.3 Given a charge account statement,	the student will be able to identify and describe every item of information on that statement, including computation of interest rate and amount,	with 100 percent accuracy.	
C11.4 Given a bank statement and the needed information,	the student will reconcile that bank statement	with 100 percent accuracy.	

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TASK AREA: MONEY MANAGEMENT. Students will demonstrate competency in understanding management of resources by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
C11.5 Given samples of a guarantee and a warranty,	the student will describe in a short written paragraph exactly what is covered and is not covered in the guarantee and warranty	with 100 percent accuracy.	
C11.6 Given a specific amount of money representing money earned,	the student will prepare a personal budget, including income, expenses, and savings, and will balance the budget after a specified length of time	according to standard budget forms and knowledge of budget preparations.	
C11.7 Given a listing of at least 10 consumer information sources with unmatched definitions of what these consumer information sources do,	the student will match the source to the definition	with 100 percent accuracy.	
C11.8 Given a copy of the following documents: insurance form, credit application form, social security form, rental application, simple lease, and simple contract,	the student will demonstrate knowledge of how to complete each form and identify the ramifications	to the satisfaction of the instructor.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

C12

TASK AREA: BUSINESS AND ITS ENVIRONMENT. Students will demonstrate competency in understanding business and its environment by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
C12.1 Given a list of at least 25 business terms involving the characteristics of business, the social environment of business, the economic environment, and the legal environment of business,	the student will define those terms	with a minimum of 90 percent accuracy.	
C12.2 Given the assignment of comparing single proprietorship, partnership, cooperative, and corporation,	the student will define and describe the characteristics of each and present advantages and disadvantages of each	completely and accurately.	
C12.3 Given an assignment to select a business which the student would like to own and operate,	the student will select the business he/she would like to enter and state at least four reasons why that field was selected	meeting the standards set forth by the instructor.	
C12.4 Given an assignment to describe the part that the consumer, employee, and business owner play in the economy,	the student will describe the role of each	meeting the standards set forth by the instructor.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TECHNOLOGY SKILLS

C13 Computer Literacy

C14 Keyboarding

C13

TASK AREA: COMPUTER LITERACY. Students will demonstrate computer literacy by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
C13.1 Given a list of people, dates, and advances in information handling,	the student will match people, dates, and advances	with at least 70 percent accuracy.	
C13.2 Given a microcomputer,	the student will identify and describe the basic parts of that computer	with 100 percent accuracy.	
C13.3 Given a microcomputer and a CAI computer program such as math or language drill with which the student is familiar,	the student will turn on the computer, boot up, and operate the computer program	so that the selected program runs.	
C13.4 Given a microcomputer and a simple word processing program,	the student will demonstrate how to create, store, retrieve, edit, and update information using the microcomputer	to the satisfaction of the instructor.	
C13.5 Given an orientation to the computer,	the student will demonstrate the ability to care for, maintain, and operate the computer	to the satisfaction of the instructor.	

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TASK AREA: COMPUTER LITERACY. Students will demonstrate computer literacy by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
C13.6 Given a list in random order of the five steps in the processing cycle (source document preparation, input, processing, output, and using the output) and the name of an activity such as writing a check, ordering merchandise by mail, or some similar business activity,	the student will arrange the steps in correct sequence and write a brief description of what takes place in each step in the activity assigned	with all steps in correct order and each description accurately stated.	
C13.7 At the conclusion of the unit on computer literacy,	the student will describe three ways a computer is used in business and three ways that the computer has an effect on consumers	with complete accuracy.	
C13.8 Given a set of 10 computer program disks, including six that are under copyright protection and four that are in the public domain, and including supporting documentation for all 10 disks,	the student will determine which programs may be legally duplicated, which may not be duplicated, and which may be duplicated under special fee or licensing agreement	with complete accuracy.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

C14

TASK AREA: KEYBOARDING. Students will demonstrate competency in keyboarding by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
C14.1 Using the electric typewriter or microcomputer and copy material of average syllabic intensity,	the student will keyboard alphabetic and numeric keys	using the "touch method" of striking the keys at a rate of at least 30 words per minute with an error limit of three on a five-minute timing.	
C14.2 Having completed the keyboarding of a research paper at least three pages in length,	the student will proofread the material produced, locating and correcting errors	with 100 percent accuracy.	
C14.3 Given a keyboarding assignment using the electric typewriter or microcomputer,	the student will correctly operate the functional machine parts or control keys required to complete the keyboarding assignment	operating all parts correctly.	
C14.4 Given an electric typewriter or microcomputer and an assignment to compose at the machine a simple letter or report,	the student will keyboard the assignment	meeting locally adopted speed and accuracy standards.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: KEYBOARDING. Students will demonstrate competency in keyboarding by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
C14.5 Given rough-draft material,	the student will demonstrate his/her ability to keyboard final copy material from rough-draft material, making all needed corrections	with 100 percent accuracy.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

PROCESSING TEXT

The trend in the business place is to integrate the various forms of technology found in the offices. By capitalizing on the computer and its applications, previously isolated activities can be integrated and coordinated to allow office data (whether textual or numerical) "to be stored, manipulated, and retrieved electronically by many different office workers more efficiently and effectively." (TECHNOLOGIES OF THE '80s, p. 29)

Letters, reports, forms and other business text material are being created, stored, and transmitted electronically. Transcription, reprographics, and all forms of communication are linked in the network within the database.

Users of the office systems will need to use their decision-making skills as they devise management systems for the handling of business documents. Document creation will result from hard copy, dictation, and multiple-source assembly. Skill in these categories must be combined with communication skills, both oral and written.

Basic records management skills will be interfaced with electronic storage and retrieval of information. The forms of "cutting and pasting" techniques for creating and editing documents will be relatively easy to accomplish as the computer provides the electronic database.

Users will need to know what information is available, how to access it, and how to use it effectively. Electronic mail, voice messaging systems, electronic storage and transmittal of text, voice, graphics, and image data may be handled electronically rather than using a paper base.

Good written and verbal skills will be needed because the office worker will need to transcribe documents from voice. "Electronic messages and documents will need to be brief and concise because of the capacity to create more messages more easily." (TECHNOLOGIES OF THE '80s, p. 29)

Keyboarding and the development of basic skills in the manipulation of an electronic typewriter/computer using the touch system will enable the user to communicate through the use of the keyboard regardless of the type or brand of equipment available. "We believe that keyboarding should be required of all students. We believe that keyboarding curriculum should be developed to reflect appropriate instructional objectives and content." (PCBEE, 1984)

> Word processing, as a concept, is the single most revolutionary event in written communication since the invention of the typewriter. Word processing requires: restructured salary scales, new career paths, new job descriptions, new attitudes, and new procedures. (Stromberg)

It has further been defined as "a way to create, edit, store, and print text on a computer or word processor." (Graham)

Word processing instruction is approached in many ways. It is taught as an introduction to the computer in the format of computer literacy with emphasis on lectures rather than hands-on training, and/or as strictly using the hands-on approach involving very little lecture and computer terminology. Word processing is taught as a one-semester course, as a full-year course, and/or as an integral part of existing courses.

The history of the computer is sometimes included in instruction, plus emphasis on careers for word processing operators. Human relations skills are also stressed including listening skills, verbal communication, and time management. The word processing outline presented in this guide is based on the assumption that computer literacy will be taught as a separate class; basic skills instruction to be included is discussed under the heading of Basic Skills and Core Competencies.

In view of the many different approaches to word processing instruction, it is recommended that a combination of lecture and hands-on training be included in the instructional program to reinforce whatever training students have had and to ensure that every student is familiar with basic computer terminology, business applications, and practical skill application of the microcomputer. Each student should have access to a separate microcomputer, electronic typewriter, or word processor to provide maximum hands-on experience. Word processing may be a one- or two-semester course, depending on the time available and individual school district needs. Touch-keying with a minimum of 35 words per minute and five or fewer errors for five minutes using unpracticed material is prerequisite. General knowledge of document formatting is desirable.

The curriculum, including instructional equipment and materials, must reflect the present as well as the changing technology in the business world. The performance objectives and standards presented in this section provide a basis from which to develop programs addressing specific competencies needed by the students in the local programs. Input from the advisory committee will be valuable as the local staff and administration identify and verify the content their students need.

T1

TASK AREA: BEGINNING KEYBOARDING. Students will demonstrate competency in elementary keyboarding skills by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
T1.1 Given a list of 15 machine parts and a machine familiar to the student,	the student will identify the parts of the keyboard or electronic equipment and demonstrate the function of each	identifying and using the parts.	
T1.2 Using an electronic typewriter or computer,	the student will type numbers, letters, and symbols using proper fingering and proper touch techniques	consistently.	
T1.3 Given a keyboard and unfamiliar copy of average syllabic intensity,	the student will complete a five-minute timed writing	with a minimum speed of 30 words per minute and one error per minute maximum.	
T1.4 Using an electronic typewriter or computer and arranged copy of average syllabic intensity of letters, addresses, and memoranda,	the student will demonstrate document formatting skill by keyboarding the letters and memoranda and addressing the envelopes	with no more than one formatting and no more than one typographical error.	
T1.5 Using an electronic typewriter or computer and arranged copy of average syllabic intensity of manuscripts/reports,	the student will demonstrate document formatting skill by keyboarding the manuscripts/reports	with no more than one formatting and no more than one typographical error.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: BEGINNING KEYBOARDING. Students will demonstrate competency in elementary keyboarding skills by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
T1.6 Given a keyboard and arranged material of average syllabic intensity for an announcement and a three-column tabulation,	the student will use centering and tabulation techniques and procedures to key the problems on 8 1/2 by 11-inch paper or any other size of paper	with complete accuracy in formatting and keyboarding.	
T1.7 Using the keyboarding equipment provided and a list of 35 proofreading symbols,	the student will key in all assignments, identify errors, and make corrections using proofreader marks and the correction method outlined by the instructor	with 95 percent accuracy.	
T1.8 Given keyboard and handwritten as well as typed straight copy rough draft documents of average syllabic intensity,	the student will demonstrate skill in responding to editing symbols on rough draft material by typing corrected copy	with no more than one error per page.	
T1.9 Given a proofreading assignment of any length from a text,	the student will key the assignment and use the text as the verbatim key in proofing the work to detect and correct errors	detecting and correcting the errors to produce mailable copy.	

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TASK AREA: BEGINNING KEYBOARDING. Students will demonstrate competency in elementary keyboarding skills by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
T1.10 Using an electronic typewriter or computer and rough draft copy of average syllabic intensity of letters, addresses, and memoranda,	the student will demonstrate document formatting skill by keyboarding the letters and memoranda and addressing the envelopes	with no more than one formatting error and no more than one typographical error.	
T1.11 Using an electronic typewriter or computer and rough draft copy of average syllabic intensity of manuscripts/ reports,	the student will demonstrate document formatting skill by keyboarding the manuscripts/ reports	with no more than one formatting error and no more than one typographical error.	
T1.12 Given a keyboard and rough draft material of average syllabic intensity for an announcement and a three-column tabulation,	the student will use centering and tabulation techniques and procedures to key the problems on 8 1/2 by 11-inch paper or any other size of paper	with complete accuracy in formatting and keyboarding.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: BEGINNING KEYBOARDING. Students will demonstrate competency in elementary keyboarding skills by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
T1.13 Using the keyboard as a tool responding to questions from the instructor,	the student will demonstrate the skill of transferring his/her thoughts to paper by using the touch method and typing one word or complete sentence responses within one minute and short essay responses within 10 minutes	with 95 percent accuracy in content.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

T2

TASK AREA: ADVANCED KEYBOARDING. Students will demonstrate competency in advanced keyboarding skills by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
T2.1 Given a keyboard and unpracticed copy material of high syllabic intensity,	the student will demonstrate speed and accuracy by typing for five minutes	with a minimum speed of 50 words per minute and a maximum of five errors.	
T2.2 Given a handout of unfamiliar typewritten copy containing math calculations and numbers and given an electronic typewriter or a computer with a numeric pad familiar to the student,	the student will demonstrate speed and accuracy using the "touch system" by typing for five minutes	with a minimum speed of 20 words per minute with five or fewer errors.	
T2.3 Given keyboarding equipment with which the student is familiar and unarranged copy of high syllabic intensity of letters, addresses, and memoranda,	the student will type the letters, memoranda, and envelope addresses	with each item being judged mailable based on correct placement on the page, acceptable corrections (not noticeable or a detraction from the letter), and correct punctuation.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: ADVANCED KEYBOARDING. Students will demonstrate competency in advanced keyboarding skills by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
T2.4 Given keyboarding equipment with which the student is familiar and unarranged copy of high syllabic intensity of manuscripts/reports including various styles of manuscripts and reports, agendas, minutes, press releases, and messages,	the student will type the manuscripts/reports	with each item being judged mailable based on correct placement on the page, acceptable corrections (not noticeable or a detraction from the manuscript/report), and correct punctuation.	
T2.5 Given keyboarding equipment with which the student is familiar and given unfamiliar and unarranged copy of high syllabic intensity for announcements and one- to five-column tabulations including main, secondary, and columnar headings,	the student will center the announcements and the tabulations in reading position, exact center position, including boxed-in format, on full- and half-sheet paper and on unusual size paper	with 95 percent accuracy of placement and 100 percent accuracy in content.	
T2.6 Given keyboarding equipment and blank forms for invoices, purchase requisitions, telegrams, and telephone messages,	the student will keyboard the forms	with 95 percent accuracy.	

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TASK AREA: ADVANCED KEYBOARDING. Students will demonstrate competency in advanced keyboarding skills by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
T2.7 Given incoming correspondence requiring a written response,	the student will compose and keyboard the response	providing the required information.	
T2.8 Given an assignment using a textbook, dictionary, reference manual, proofreading symbols, and correction materials,	the student will detect and correct all typographical and spelling errors on all documents typed	producing mailable copy.	
T2.9 Given a set of in-basket office keyboarding activities plus an outline of directions and forms for activities to be completed,	the student will prioritize the activities in the order of importance and complete each task using proper procedures and in that order	identifying the proper order for completion of the activities and completing them in mailable form.	

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TASK AREA: ADVANCED KEYBOARDING. Students will demonstrate competency in advanced keyboarding skills by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
T2.10 Given a list of 25 careers in business,	the student will explain career opportunities available based on keyboarding/typewriting skill and type an outline of the steps involved in gaining employment including the preparation of a personal data sheet, the writing of a letter of application, and participation in a personal interview	to the satisfaction of the instructor.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

T3

TASK AREA: BUSINESS COMMUNICATION. Students will demonstrate competency in the use of business communication skills by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
T3.1 Given a verbal message,	the student will observe and describe body signals and other external factors that affect the message	accurately to the satisfaction of the instructor.	
T3.2 Given a role-playing situation which emphasizes specific personal factors affecting communication,	the student will identify those factors and explain their effect on communication	to a degree of completeness considered acceptable to the instructor.	
T3.3 Given a role-playing situation involving the elements of nonverbal communication,	the student will identify the use of each of those elements	accurately to the satisfaction of the instructor.	
T3.4 Given a small group situation consisting of three to six people,	the student will listen to the group leader as he/she gives directions	and then follow the directions to achieve the goal outlined.	
T3.5 Given an assignment requesting information about an occupation,	the student will secure the information and present this information to the class	demonstrating organization of the presentation and good techniques in the delivery.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: BUSINESS COMMUNICATION. Students will demonstrate competency in the use of business communication skills by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
T3.6 Given an assignment to read various written materials,	the student will identify the major points in a written or oral summary	with complete accuracy.	
T3.7 Given an oral presentation of a conversation,	the student will recall in writing what transpired	with complete accuracy.	
T3.8 Given an oral or written message,	the student will identify possible responses and select the most effective response	accurately to the satisfaction of the instructor.	
T3.9 Given instruction concerning acceptable standards for business correspondence,	the student will be able to identify the requirements of an appropriate business letter	accurately to the satisfaction of the instructor.	
T3.10 Given sample letters containing various errors,	the student will edit and rewrite where necessary	to produce letters of mailable quality meeting the instructor's standards.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: BUSINESS COMMUNICATION. Students will demonstrate competency in the use of business communication skills by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
T3.11 Given situations requiring the following types of letters: request, inquiry, transmittal, acknowledgment, application, follow-up, reference request, thank-you,	the student will prepare for mailing the appropriate letters	using acceptable standards for business correspondence.	
T3.12 Given two personal situations requiring a letter of thanks and a letter of congratulations,	the student will prepare for mailing the appropriate letters	using acceptable standards for personal correspondence.	
T3.13 Given information to be disseminated,	the student will determine if the communication should be in oral or written form and explain the selection	accurately to the satisfaction of the instructor.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

T4

TASK AREA: SYMBOL OR ALPHABETIC SHORTHAND. Students will demonstrate competency in the use of shorthand skills by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
T4.1 Given dictation of 100 familiar theory words, brief forms, phrases, and abbreviations at three-second intervals,	the student will transcribe the correct outlines	within 20 minutes with 95 percent accuracy.	
T4.2 Given dictation of unfamiliar paragraph copy of average difficulty at a minimum of 80 words per minute for three minutes,	the student will transcribe the notes, proofread the transcript, and correct all errors	within 10 minutes with 95 percent accuracy.	
T4.3 Given three unpreviewed letters, nontechnical material (average length 125-150 words each) dictated at a minimum of 80 words per minute, and an electric/electronic typewriter or keyboard,	the student will transcribe--applying skills in proofreading, error correction, spelling, word division, punctuation, letter placement, and letter styles--	in mailable form at a minimum transcription rate of 20 words per minute.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: SYMBOL OR ALPHABETIC SHORTHAND. Students will demonstrate competency in the use of shorthand skills by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
T4.4 Given three unpreviewed letters, including technical and alphanumeric material (average length 125-150 words each) dictated at a minimum of 80 words per minute, and an electric/electronic typewriter or keyboard,	the student will transcribe--applying skills in proofreading, error correction, spelling, word division, punctuation, letter placement, and letter styles--	in mailable form at a minimum transcription rate of 20 words per minute.	
T4.5 Given the NBEA stenographic test or a similar test,	the student will complete the test	at no lower than the 75th percentile.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

T5

TASK AREA: TRANSCRIPTION USING DICTATING EQUIPMENT. Students will demonstrate competency in transcribing using dictating/transcribing equipment by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
T5.1 Given a demonstration of the operation of the transcribing machine,	the student will identify the parts and demonstrate their uses	with complete accuracy.	
T5.2 Given an electronic typewriter or a word processor, a transcribing machine, and a tape or disk containing three letters of approximately 150 words each to be transcribed,	the student will, using correct machine controls, transcribe the letters and type envelopes	meeting acceptable standards at a minimum rate of 40 words per minute.	
T5.3 Given an electronic typewriter or a word processor, a transcribing machine, and a tape or disk containing a manuscript/report of approximately 300 words to be transcribed,	the student will, using correct machine controls, transcribe the manuscript/report	meeting acceptable standards at a minimum rate of 40 words per minute.	
T5.4 Given information about and a demonstration of the proper techniques of dictation procedures,	the student will correctly operate the dictation machine and dictate at a rate of 80 words per minute a letter of approximately 100 words	to the satisfaction of the instructor.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

T6

TASK AREA: CONCEPTS OF WORD PROCESSING. Students will demonstrate competency in skills using the concepts of word processing by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
T6.1 Given a microprocessor on which the student has been trained,	the student will describe orally or in writing all of the functions available on the system, including the following: (a) how to use the function keys or command keys on the system; (b) what function each key performs; (c) how to use the code or alternate key and how it affects the keyboard; (d) how to use the insert/replace keys and which is the default of the system; (e) how to use the delete function, including word, line or sentence deleting, as well as deleting text forward and backward, and block deleting; (f) how to save a document (move information on the screen safely to a disk); (g) how to send a document to the printer; (h) how to create a list of the default settings for the student's own system; (i) how to darken or lighten the screen display and how to make the terminal's beep louder or	to the satisfaction of the instructor.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: CONCEPTS OF WORD PROCESSING. Students will demonstrate competency in skills using the concepts of word processing by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
	softer; (j) how to determine which drive handles the program diskettes and which handles the data diskettes, and how to access the system and record and edit		
T6.2 Given a list of terms and functions common to computer operation, care, disk handling, peripheral operation, and access to the operating system,	the student will identify and describe all terms both in writing and orally	with at least 85 percent accuracy.	
T6.3 Given a list of terms describing the types of word processing hardware and software available, discussion of those terms involving questions and answers, and a tour of the working area,	the student will define terms (orally and in writing) and will describe the use and care of each of the following: equipment hardware, equipment software, and peripherals	with at least 95 percent accuracy.	
T6.4 Given a description of a business setting where word processing is executed on a network,	the student will be able to describe how information is shared between terminals	completely and accurately.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

T7

TASK AREA: PERFORMING WORD PROCESSING FUNCTIONS. Students will demonstrate competency in performing word processing functions by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
T7.1 Given a microprocessor, a data disk, and a program disk,	the student will perform the following tasks: handle storage media, organize disks, label disks, initialize disks, name document on disk, update directory, develop backup systems, and care for and handle disks without losing any material from the disk and without destroying the disk	to the satisfaction of the instructor.	
T7.2 Given a microprocessor on which the student is trained and an assignment to key in, store, retrieve, and print five letters or reports,	the student will perform the functions necessary to produce the five documents, which might include: (a) move from menu to menu; (b) respond to prompts on the screen; (c) use the proper keystrokes to display and use any menu available on the system	within 45 minutes in mailable form.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: PERFORMING WORD PROCESSING FUNCTIONS. Students will demonstrate competency in performing word processing functions by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
T7.3 Given a microprocessor on which the student has been trained and an assignment to create a document of 150 words in length with 10 changes to be made which are single word insert/delete decisions,	the student will create, revise, spell check and produce a document	in mailable form within 20 or fewer minutes.	
T7.4 Given a three-page document of 500 words with single decision changes plus block moves, block copy, and three search/replace strings,	the student will create, revise, and spell check the document and produce the document	in mailable form within 30 or fewer minutes.	
T7.5 Given a microprocessor on which a student has been trained and 10 assignments including letters, memoranda, and manuscripts/reports, each calling for two or more format change decisions,	the student will produce the documents including the following format change decisions: line spacing, line alignment, type styles, line per inch, zone width adjustment, margin settings, tab settings, page formats, and headers and footers	with all documents complete and format changes made with 85 percent accuracy.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: PERFORMING WORD PROCESSING FUNCTIONS. Students will demonstrate competency in performing word processing functions by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
T7.6 Given a microprocessor on which the student has been trained and a one-page table containing five columns, with instructions to print the document five times revising columns that have previously been set up,	the student will set up columns of numbers and text in tabular format and print the document, move columns and print, delete columns and print, set up columnar headings which are centered above each column and print, and finally print the document with columns centered vertically and horizontally on a page	making all changes with 85 percent accuracy within 30 or fewer minutes.	
T7.7 Given a microprocessor on which the student has been trained and an assignment of three two-page documents,	the student will (a) automatically paginate one of the documents if the system has automatic pagination, (b) manually paginate the other document using the proper codes if the system does not have the automatic pagination function, and (c) adjust page end code on the remaining document	with 100 percent accuracy.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: PERFORMING WORD PROCESSING FUNCTIONS. Students will demonstrate competency in performing word processing functions by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
T7.8 Given a microprocessor on which the student has been trained and an assignment of preparing a manuscript,	the student will complete the following operations: (a) save file; (b) retrieve file; (c) clear screen; (d) print--using proper codes for underscore, double-strike, boldface, subscripts, superscripts, over-printing; (e) delete a backup file; (f) rename file; (g) copy file; (h) reformat entire file; and (i) create a new file to (j) combine with original file by reading information from one file to another	with no more than two handling errors and 85 percent accuracy on format.	
T7.9 Given a microprocessor on which the student has been trained and an assignment including three letters of 150 words each of average syllabic intensity with variable strings and a list of three addresses,	the student will set up a form/shell document (matrix) and a document with addresses, merging and printing the merged documents as well as a separate address list	completing all documents with 100 percent accuracy.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: PERFORMING WORD PROCESSING FUNCTIONS. Students will demonstrate competency in performing word processing functions by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
T7.10 Given a microprocessor on which the student has been trained and a word processing statistical math software package,	the student will access the program; add, subtract, multiply, and divide; use constants in calculating averages; and format the figures calculated by the stat package to blend with pre-keyed text	with 95 percent accuracy.	
T7.11 Given a list of tasks to be performed by the word processing operator, such as make three telephone calls ordering supplies, revise a report keyed on disk yesterday, and transcribe three short dictated memos,	the student will prioritize the order in which the tasks could be completed to best utilize the equipment and minimize the time required to complete all of the tasks	to the satisfaction of the instructor.	
T7.12 Given a machine transcription unit, a microprocessor on which the student has been trained, and a cassette containing five letters of varying length and at least average difficulty,	the student will transcribe the letters from dictation on the transcription unit to the word processor	in mailable form within 60 minutes.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: PERFORMING WORD PROCESSING FUNCTIONS. Students will demonstrate competency in performing word processing functions by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
T7.13 Given examples of the following business applications and demonstrations of how they are used: document management and control, recordkeeping, data processing, introduction to programming, mailing labels, and spreadsheets,	the student will give a brief description of how each is used in the office, demonstrating familiarity with programs other than word processing	to the satisfaction of the instructor.	
T7.14 Given a lap-top battery-operated computer with stored data,	the student will be able to connect the lap-top to an appropriate microcomputer, transfer the data to the micro memory, and make a disk copy	without losing data.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

T8

TASK AREA: GRAPHICS. Students will demonstrate competency in graphics applications by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
T8.1 Given a graphics microcomputer or terminal with which the student is familiar, a program that will generate graphics, and appropriate reference manuals,	the student will load and apply the program to a typical task such as graphically displaying budget information	using correct operating procedures.	
T8.2 Given the assignment to develop a cover for a publication,	the student will employ a program such as Paint Brush, Print Shop, or Story Board in the development of the cover	producing an attractive graphics cover.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

T9

TASK AREA: TELECOMMUNICATIONS. Students will demonstrate competency in the use of skills involved in telecommunications by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
T9.1 Given a simulated telephone situation involving an incoming call,	the student will respond to the ringing telephone meeting the following criteria: answering within two rings; identifying the organization or firm by name; identifying him/herself by name; using proper telephone voice and rules of courtesy	meeting each of the criteria appropriately.	
T9.2 Given an oral description of a hypothetical telephone conversation,	the student will record the message, either handwritten or typewritten, including the following information: a. caller's name/title b. date of call c. time of call d. message e. caller's number f. name of person taking message/call	with complete accuracy and making it available to the intended recipient.	
T9.3 Given an oral description of a hypothetical telephone conversation,	the student will verbally outline the procedure for transferring an incoming call to another office in the building	listing the steps accurately.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: TELECOMMUNICATIONS. Students will demonstrate competency in the use of skills involved in telecommunications by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
T9.4 Given an oral description of a hypothetical incoming call and the guidelines regarding the screening of calls,	the student will verbally outline the procedure for screening an incoming call for his/her supervisor	to the satisfaction of the instructor.	
T9.5 Given a telephone directory (with alphabetic section, yellow pages, and ads) and a list of names, companies, and topics,	the student will record telephone numbers, addresses, and other requested information	with complete accuracy.	
T9.6 Given a conference call situation simulation involving 10 people from various states,	the student will outline the procedure for arranging the conference call	meeting the requirements of the local telephone company.	
T9.7 Given instruction in the concept of electronic mail and given a message to be disseminated to five employees within the office or company,	the student will demonstrate (or explain in the absence of equipment) the use of electronic mail function	following accepted guidelines of the instructor.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: TELECOMMUNICATIONS. Students will demonstrate competency in the use of skills involved in telecommunications by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
T9.8 Given instruction in the use of database concept and access to a microcomputer (network), telephone modem, and public database,	the student will demonstrate accessing a public database to gain information specified by the instructor	providing an accurate record of the information.	
T9.9 Given a microcomputer with which the student is familiar, an electronic communications program, and appropriate reference manuals,	the student will demonstrate the ability to load or access the program and transmit data	using correct operating procedures.	
T9.10 Given a microcomputer with which the student is familiar, an electronic communications program, and appropriate reference manuals,	the student will demonstrate the ability to access a remote computer system and both store data in and retrieve data from that source	using correct operating procedures.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

T10

TASK AREA: RECORDS MANAGEMENT. Students will demonstrate competency in the management of records by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
T10.1 Given 25 documents to be filed alphabetically,	the student will file the documents in the files alphabetically in individual folders	with no more than three documents misfiled.	
T10.2 Given 25 documents to be filed numerically,	the student will file the documents in the files numerically in individual folders	with no more than three documents misfiled.	
T10.3 Given 25 documents to be filed geographically,	the student will file the documents in the files geographically in individual folders	with no more than three documents misfiled.	
T10.4 Given 25 documents to be filed by subject,	the student will file the documents in the files by subject in individual folders	with no more than three documents misfiled.	
T10.5 Given a request for a copy of a document contained within the filing system,	the student will obtain the document, secure the copy, return the document to the file, and deliver the copy	following correct procedures.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: RECORDS MANAGEMENT. Students will demonstrate competency in the management of records by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
T10.6 Given 10 requests for information from the files,	the student will obtain the necessary documents and give the requested information to the instructor in written form	with at least nine of the 10 requests accurately relayed to the instructor.	
T10.7 Given 10 documents, some of which should be cross-referenced,	the student will prepare cross-reference sheets for the selected documents	with complete accuracy according to the rules of filing.	
T10.8 Given 50 questions covering the uses of filing equipment (folders, vertical, lateral, labels, guides, rotary), mechanical storage and retrieval, procedures for maintaining/disposing of records, follow-up systems, and the use of micrographics, microforms, microfiche, ultrafiche, and electronic filing systems,	the student will provide answers to the questions	with at least 90 percent accuracy.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: RECORDS MANAGEMENT. Students will demonstrate competency in the management of records by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
T10.9 Given 25 pieces of correspondence, a file (or simulated file) with the guides and folders set up for alphabetic filing, and instruction to apply the basic alphabetic and chronological rules,	the student will index, code, sort, and file the pieces	with 23 of the 25 pieces filed correctly.	
T10.10 Given a microcomputer with which the student is familiar, a database management program, and appropriate reference manuals,	the student will demonstrate the ability to apply the program to a typical task such as a mailing list or filing system	using correct operating procedures.	
T10.11 Given a microcomputer with which the student is familiar, a database management program, and appropriate reference manuals,	the student will demonstrate the ability to initiate a field search of a data file	using correct operating procedures.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

T11

TASK AREA: DATABASE APPLICATIONS. Students will demonstrate competency in database operations by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
T11.1 Given a microcomputer with which the student is familiar, a database management program, and appropriate reference manuals,	the student will demonstrate the ability to create a database such as a mailing list or a filing system	using correct operating procedures.	
T11.2 Given a microcomputer and a printer with which the student is familiar, a database management program, and appropriate reference manuals,	the student will demonstrate the ability to enter, retrieve, update, save, and print alphanumeric data	using correct operating procedures.	
T11.3 Given a microcomputer with which the student is familiar, a database management program, and appropriate reference manuals,	the student will demonstrate the ability to apply the program to a typical task such as a mailing list or filing system	using correct operating procedures.	
T11.4 Given a microcomputer with which the student is familiar, a database management program, and appropriate reference manuals,	the student will demonstrate the ability to initiate a field search of a data file	using correct operating procedures.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: DATABASE APPLICATIONS. Students will demonstrate competency in database operations by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
T11.5 Given a database management system with which the student is familiar,	the student will request information, instructing the database management system to search the database, acquire the data requested, and perform any calculations required for	viewing or printing the requested information in accurate form.	
T11.6 Given a database program with which the student is familiar,	the student will complete the addressing of 50 envelope labels	accurately within the time period specified by the instructor.	
T11.7 Given a database management program with which the student is not familiar and appropriate reference manuals.	the student will secure information regarding the operation of the database and will apply the instructions, then enter, store, and retrieve information	without destroying any of the original database file.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

T12

TASK AREA: REPROGRAPHICS. Students will demonstrate competency in reprographic skills by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
T12.1 Given a list of terms relating to the processes of reprographics,	the student will define and explain the terms	with 85 percent accuracy.	
T12.2 Given instruction concerning various methods for reproducing business documents,	the student will select and defend the selection of the appropriate method for reproducing single-page and multiple-page documents, multiple copies of documents, and various sizes of documents	with the selection based on standards applicable to business needs.	
T12.3 Given instruction in the development of documents for reproduction,	the student will demonstrate the use of paste-up and/or dry transfer letters to create documents for reproduction	by preparing a document which meets acceptable business standards.	
T12.4 Given a situation relating to paper selection for the modern office,	the student will select the appropriate paper based on fiber content, paper finish, weight, grain, opacity, permanence, durability, and bond	identifying the criteria involved in the selection.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: REPROGRAPHICS. Students will demonstrate competency in reprographic skills by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
T12.5 Given a massage to be disseminated among 25 employees within the company or office,	the student will determine which method to use to produce the message	using the most efficient method based on time and cost.	
T12.6 Given a document to be altered for photocopying,	the student will alter, type, cut, paste, and copy the document	producing a photocopy that is usable.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

T13

TASK AREA: PROCESSING MAIL. Students will demonstrate skill in the processing of mail by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
T13.1 Given materials, supplies, and 10 letters to be prepared for mailing,	the student will verify addresses (including ZIP codes), check for enclosures, fold, properly insert into appropriate envelopes, seal, and determine postage	with 100 percent accuracy.	
T13.2 Given 10 pieces of incoming mail, including some marked "confidential" or "personal" and a date stamp,	the student will process the mail as follows: sort, open, date, stamp, and distribute	to the satisfaction of the instructor.	
T13.3 Given a description of a situation in which an office worker handles the mail,	the student will evaluate the procedure by identifying the positive and/or negative aspects of the mail-handling routine	to the satisfaction of the instructor.	
T13.4 Given a simulated packet of 10 pieces of incoming mail and 10 pieces of outgoing mail,	the student will date, sort, route, and use the mail machine to process those items	with 95 percent accuracy.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: PROCESSING MAIL. Students will demonstrate skill in the processing of mail by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
T13.5 Given 10 pieces of outgoing mail and access to a postage scale,	the student will identify each piece as first, second, third, or fourth class, and weigh and determine the correct amount of postage on each piece	in accordance with postal regulations.	
T13.6 Given items to mail needing special attention such as a registered letter with return receipt requested, a report that must reach its destination the next day, and 1,200 advertising fliers,	the student will select the appropriate method for sending the items and explain to the instructor and the class	with complete accuracy.	
T13.7 Given wrapping supplies and a textbook to be mailed out of state,	the student will prepare the textbook in a package for mailing, compare the costs for mailing first class and book rate, and select the most cost effective method of mailing	according to and meeting the postal regulations.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

T14

TASK AREA: RECEPTIONING ACTIVITIES. Students will demonstrate competency in handling receptioning activities by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
T14.1 Given several situations involving callers in the office,	the student will demonstrate how to register and screen callers, give appropriate information, route callers, and take messages	to the satisfaction of the instructor.	
T14.2 Given three role-play situations involving guests and callers in the office,	the student will demonstrate the proper procedures for introducing office guests or callers including those with appointments, those without appointments, and irate individuals	to the satisfaction of the instructor.	
T14.3 Given instruction in the use of a PBX system and a situation involving five calls coming in simultaneously,	the student will explain (and demonstrate when equipment is available) the proper procedure for responding to and channeling the calls	according to the accepted guidelines for procedure.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: RECEPTIONING ACTIVITIES. Students will demonstrate competency in handling receptioning activities by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
T14.4 Given a simulation of planning and scheduling an executive's trip, preparing an itinerary, and making the necessary travel arrangements,	the student will demonstrate the accomplishment of each of the following items: a. planned itinerary to avoid backtracking b. planned trip to avoid long layovers c. planned sufficient time for engagements d. planned times for meals e. made travel arrangements considering employer's preferences f. made necessary transportation and lodging reservations g. confirmed reservations h. scheduled meetings where appropriate i. prepared copy of itinerary for employer and office	to the satisfaction of the instructor.	
T14.5 Given receipts and other information relevant to the employer's business trip expenses,	the student will prepare a business expense statement	with the accuracy to be determined by the instructor.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

T15

TASK AREA: MAINTAINING OFFICE EQUIPMENT. Students will demonstrate competency in maintaining office equipment by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
T15.1 Given information regarding methods and procedures for maintaining office equipment, and after discussion,	the student will change paper in appropriate machines, change ribbons, and change elements or print wheels	demonstrating the proper functioning of the equipment after the changes.	
T15.2 Given information regarding methods and procedures for maintaining office equipment, and after discussion,	the student will demonstrate the performance of routine maintenance such as cleaning the typewriter and identifying the necessity for placing service calls	to the satisfaction of the instructor.	
T15.3 Given a calculator and supplies,	the student will change the ribbon and/or replace the paper tape according to the manufacturer's directions	demonstrating the proper functioning of the equipment after the changes.	
T15.4 Given a typewriter and supplies,	the student will clean keys, element, or print wheel; remove dust and other particles; and change the ribbon and correction tape according to the manufacturer's directions	demonstrating the proper functioning of the equipment after the changes.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: MAINTAINING OFFICE EQUIPMENT. Students will demonstrate competency in maintaining office equipment by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
T15.5 Given reprographic equipment and supplies,	the student will clean, replace pads (if appropriate), and make minor adjustments as directed	demonstrating the proper functioning of the equipment after the changes.	
T15.6 Given a microcomputer with a malfunction and software,	the student will run the diagnostic disk to determine the malfunction and/or the necessity of calling for maintenance	following the manufacturer's guide and/or manual.	
T15.7 Given a microcomputer disk-cleaning kit and instructions,	the student will insert the disk to clean the read/write heads	successfully.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

T16

TASK AREA: MAINTAINING OFFICE SUPPLIES/FORMS. Students will demonstrate competency in maintaining office supplies/forms by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
T16.1 Given information regarding common types of office supplies such as erasers, sealers, marking pens, and pencils,	the student will identify each item and explain its use	with 95 percent accuracy.	
T16.2 Given catalogs and a list of supplies to be ordered,	the student will prepare the necessary requisition or order, making sure that (1) the items requisitioned or ordered correspond to the requests; (2) requisitions or orders are accurate as to supplies, quality, sales price, item description, and terms	providing accurate information based on the catalogs.	
T16.3 Given instruction and information regarding ordering, distributing, and controlling (labeling and storing) office supplies,	the student will outline the procedures involved in ordering, distributing, and controlling the supplies	correctly listing all of the major considerations.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: MAINTAINING OFFICE SUPPLIES/FORMS. Students will demonstrate competency in maintaining office supplies/forms by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
T16.4 Given a simulated supply storage area containing inventoried items such as general office supplies and microcomputer supplies, with the desired levels of inventory specified,	the student will determine the status of existing supplies and the necessity to reorder, prepare the requisition or order, and explain the ordering decision	to the satisfaction of the instructor.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

PROCESSING DATA

During the past decade, our society has been inundated with waves of new technology. Many students will be working with forms of technology that have not yet emerged. Curriculum development must meet these and future challenges.

Technological advances have increased the speed with which data is processed. However, if the operator is not capable of providing instructions to the computer in the shortest time possible, the speed and the efficiency of the processing of data will be limited and the process impaired.

One of the goals of a business education program is to prepare students with proper keyboarding techniques and operational skills for the computer. The Basic Skills and Core Competencies section of this curriculum guide outlines a foundation of competencies needed by equipment users. In addition, computational skills, both mental and machine-oriented, computer applications, computer programming, and software applications including spreadsheet and database must be included as instructional goals.

Because of the increasing variety of equipment with which the business educator must deal, equipment safety principles, equipment maintenance, and proper inventory control, including systematic replacement for each category, are vital areas of concern. An organized written policy covering the categories for reference by educators in the local system should be adopted in order to maintain and control state-of-the-art equipment.

The curriculum, including instructional equipment and materials, must reflect changing technology in the business world. The performance objectives and standards presented in this section provide a basis from which to develop programs addressing specific competencies needed by the students in the local programs. The advisory committee will be a valuable source of input as the local staff and administration identify and verify the content and equipment needed for the local program.

D1

TASK AREA: BUSINESS MATHEMATICS. Students will demonstrate competency in performing calculations by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D1.1 Given 10 whole number addition problems, each problem containing no more than six numbers composed of from two to five digits,	the student will add the numbers without the aid of a calculator	with complete accuracy.	
D1.2 Given 10 problems requiring the addition of dollar amounts with no more than four figures to the left of the decimal point and no more than five dollar amounts in a column,	the student will add the amounts in the problems without the aid of a calculator	with complete accuracy.	
D1.3 Given 10 whole number subtraction problems, each number containing between two and six digits,	the student will subtract the numbers without the aid of a calculator	with complete accuracy.	
D1.4 Given 10 problems requiring the subtraction of dollar amounts with each number containing between two and six digits,	the student will subtract the numbers without the aid of a calculator	with complete accuracy.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: BUSINESS MATHEMATICS. Students will demonstrate competency in performing calculations by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D1.5 Given 10 whole number multiplication problems, each number containing five digits or less,	the student will multiply the numbers without the aid of a calculator	with complete accuracy.	
D1.6 Given 10 whole number problems requiring the multiplication of dollar amounts with each number containing between two and six digits,	the student will multiply the numbers without the aid of a calculator	with complete accuracy.	
D1.7 Given 10 whole number division problems, each divisor containing no more than three digits and each dividend containing no more than six digits and with at least one of the problems having a remainder,	the student will divide the numbers without the aid of a calculator	with complete accuracy.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: BUSINESS MATHEMATICS. Students will demonstrate competency in performing calculations by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D1.8 Given 10 whole number problems requiring the division of dollar amounts, with each divisor containing no more than three digits and each dividend containing no more than six digits and with at least one problem having a remainder,	the student will divide the numbers without the aid of a calculator	with complete accuracy.	
D1.9 Given 10 decimal problems for each operation (addition, subtraction, multiplication, and division) with no more than three digits to the right of the decimal point,	the student will solve the problems	with complete accuracy.	
D1.10 Given five problems in the conversion of common fractions to decimals,	the student will convert the fractions	with complete accuracy.	
D1.11 Given 10 problems in reduction of common fractions to lowest terms,	the student will reduce the fractions	with complete accuracy.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: BUSINESS MATHEMATICS. Students will demonstrate competency in performing calculations by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D1.12 Given five problems in each category: addition, subtraction, multiplication, and division of common fractions,	the student will solve the problems	with complete accuracy.	
D1.13 Given five problems in each category: addition, subtraction, multiplication, and division of mixed numbers,	the student will solve the problems	with complete accuracy.	
D1.14 Given 10 problems in rounding off decimals to one, two, or three places,	the student will round off the decimals	with complete accuracy.	
D1.15 Given 10 improper fractions,	the student will convert each to a mixed or whole number	with complete accuracy.	
D1.16 Given 10 problems requiring the conversion of decimals to percents and percents to decimals,	the student will convert the numbers as assigned	with complete accuracy.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: BUSINESS MATHEMATICS. Students will demonstrate competency in performing calculations by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D1.17 Given 10 problems where a percentage of a number is to be found,	the student will compute the percentages	with complete accuracy.	
D1.18 Given 10 problems and a ruler or measuring tape,	the student will measure and record the measurement of physical objects to the nearest one-eighth inch	with complete accuracy.	
D1.19 Given five problems requiring the weighing of physical objects on an office scale,	the student will weigh the objects and record the weights to the nearest one-half ounce	with complete accuracy.	
D1.20 Given a change fund of real or simulated coins and currency and a cash report form,	the student will count the cash by denomination and complete the cash report form	with complete accuracy.	
D1.21 Given five situations requiring counting (either lists of items or actual objects) with each list or set of objects containing 50 to 150 items,	the student will count the items as assigned	with complete accuracy.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: BUSINESS MATHEMATICS. Students will demonstrate competency in performing calculations by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D1.22 Given 10 whole number problems or dollar amount problems (add, subtract, multiply, and divide),	the student will first estimate the answers to each problem, then solve the problems	with complete accuracy.	
D1.23 Given a printed or typewritten list of 100 stock part numbers made up of alphabetic and numeric identifiers (such as K-3682),	the student will be able to make a hand-printed copy of the list	with complete accuracy.	
D1.24 Given an assignment to read a total of 10 items of information from a sales tax table, a postal rate table, and a payroll deduction table,	the student will read the tables and record the required information	with complete accuracy.	
D1.25 Given 10 word problems, each with at least three factors necessary to solving a mathematical problem,	the student will be able to identify the information required for each solution and solve the problems	with complete accuracy.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: BUSINESS MATHEMATICS. Students will demonstrate competency in performing calculations by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D1.26 Given 20 business terms (such as discount, face value, cash short, dividend, depreciation, extension, fiscal year, gross income, foot and rule, pro rata, etc.) frequently encountered in solving math problems in business and a list of definitions of those terms,	the student will be able to match the terms and definitions	with complete accuracy.	
D1.27 Given 10 problems, each including the regular and overtime hours worked by each employee, the rate of base pay, and the overtime rate,	the student will compute the gross pay of each employee	with complete accuracy.	
D1.28 Given 10 problems that include the gross pay of each of 10 employees and from two to four payroll deductions for each person,	the student will compute the take home pay of each employee	with complete accuracy.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: BUSINESS MATHEMATICS. Students will demonstrate competency in performing calculations by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D1.29 Given the amounts of sales made by 10 salespersons over a two-week period and the commission rate for each,	the student will compute the commission earnings of each salesperson	with complete accuracy.	
D1.30 Given 10 different amounts of money on deposit in savings accounts, each with a different rate of interest,	the student will compute the annual earnings that could be expected from each account	with complete accuracy.	
D1.31 Given an assignment to borrow 10 different amounts of money, each at a different rate of interest and for a different period of time (up to five years),	the student will compute the cost of each loan	with complete accuracy.	
D1.32 Given information on each of five delivery vehicles for one year including annual depreciation, cost of repairs, cost of licenses and permits, cost of fuel, and the miles driven,	the student will compute the cost per mile of operating each vehicle	with complete accuracy.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: BUSINESS MATHEMATICS. Students will demonstrate competency in performing calculations by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D1.33 Given a calendar and 10 problems dealing with due dates on promissory notes,	the student will find the due dates on each note	with complete accuracy.	
D1.34 Given the cost of five fixed assets, the anticipated trade-in value of each, and the expected years of usage of each,	the student will use the straight-line method of depreciation and compute the annual depreciation for these assets	with complete accuracy.	
D1.35 Given the cost of five plant assets, the anticipated trade-in value of each, and the expected years of usage of each,	the student will use the declining-balance method of depreciation and compute the depreciation of each asset for its second year of usage	with complete accuracy.	
D1.36 Given four consumer products that fill the same general purpose but are each of different quantity and price,	the student will compare the prices and quantities and select the product that represents the most economical buy	with complete accuracy.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: BUSINESS MATHEMATICS. Students will demonstrate competency in performing calculations by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D1.37 Given five problems with figures representing monthly purchases for five merchandising companies, their purchase returns and allowances, and their beginning and ending inventories,	the student will find the cost of goods sold for each company	with complete accuracy.	
D1.38 Given 10 transactions regarding the sale of merchandise with each sale allowing a percentage discount for prompt payment,	the student will compute and find the discount price of each transaction	with complete accuracy.	
D1.39 Given five purchase transactions, each including a discount which is taken and with at least two of the purchases having returns and allowances,	the student will compute the net cost of each purchase	with complete accuracy.	
D1.40 Given five purchases of goods where series discounts are allowed,	the student will find the final price on each purchase	with complete accuracy.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: BUSINESS MATHEMATICS. Students will demonstrate competency in performing calculations by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D1.41 Given an assignment to price 10 items of merchandise, the purchase price of each item, and the percentage of markup,	the student will compute the selling price	with complete accuracy.	
D1.42 Given an assignment to mark down 10 items of merchandise for a special sale, the original selling price of each item, and the percentage of markdown,	the student will compute the special sale price	with complete accuracy.	
D1.43 Given copies of 10 interest-bearing notes that are due in the future, the interest rate that would be charged by a bank for discounting these notes, and dates of discount,	the student will compute the proceeds of each note	with complete accuracy.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: BUSINESS MATHEMATICS. Students will demonstrate competency in performing calculations by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D1.44 Given five problems on the distribution of an amount of net income to partners with equal investments, each problem having from two to six partners with each partner having drawn an amount during the accounting period,	the student will compute the share of net income to be allowed to each partner	with complete accuracy.	
D1.45 Given five problems on the distribution of an amount of net income to partners with unequal investments to be shared on the percentage of investment basis and each problem having from two to six partners,	the student will compute the share of the net income to be allowed to each partner	with complete accuracy.	
D1.46 Given an assignment to distribute dividends on both common stock and preferred stock, the number of shares outstanding, the total amount available for distribution, and the amount of dividends per share,	the student will compute the dividends and determine the amount that will remain in the retained earnings account	with complete accuracy.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: BUSINESS MATHEMATICS. Students will demonstrate competency in performing calculations by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D1.47 Given lists of five customers' purchase transactions, each with up to 15 purchases and up to three payments on account over the period,	the student will record the transactions in the customers' accounts and find the final account balances	with complete accuracy.	
D1.48 Given a blank checkbook register page with a beginning balance and an assignment to record two deposits and five withdrawals,	the student will enter the transactions and compute the balance on each line	with complete accuracy.	
D1.49 Given an assignment to compute the value of a list of 50 items in an inventory including the unit price of each and the number of units of each on hand,	the student will compute the extensions for each product	with complete accuracy.	
D1.50 Given a family budget form with columns for income and various expenses, 25 expense transactions, and two income transactions,	the student will enter all transactions	with complete accuracy.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: BUSINESS MATHEMATICS. Students will demonstrate competency in performing calculations by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D1.51 Given a petty cash record page with a beginning balance and a list of 10 typical expenditures,	the student will enter the transactions in the correct columns and total the columns	with complete accuracy.	
D1.52 Given a payroll register on which payroll information for 20 employees has been entered (regular earnings, overtime earnings, and all deductions),	the student will complete the extensions for each employee to determine take home pay and will add all columns on the register	with complete accuracy.	
D1.53 Given 10 simulated balance sheets, each complete with up to 15 assets and up to six liabilities,	the student will find the correct net worth	with complete accuracy.	
D1.54 Given 10 simulated income statements, each complete with at least three income accounts and between 15 and 20 expense accounts,	the student will determine the correct net income	with complete accuracy.	

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TASK AREA: BUSINESS MATHEMATICS. Students will demonstrate competency in performing calculations by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D1.55 Given five simulated bank statements and the corresponding checkbook registers,	the student will reconcile the bank statement and the checkbook register in each case	with complete accuracy.	
D1.56 Given a federal income tax table and the weekly salaries of 20 employees and the number of allowances claimed by each,	the student will look up and record the withholding tax for each employee	with complete accuracy.	
D1.57 Given a figure representing the annual income for a single worker,	the student will develop a monthly budget of expenditures including an amount for savings and a neatly sketched form that would be used to record the transactions	with complete accuracy.	
D1.58 Given five problems in formatting a typing display, each problem having different size paper and each with different typing content,	the student will compute the correct layout of the finished pages and type the contents	with complete accuracy.	

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TASK AREA: BUSINESS MATHEMATICS. Students will demonstrate competency in performing calculations by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D1.59 Given the monthly total sales figures for a period of 12 months, the cost of goods sold for the same months, graph paper, and a ruler,	the student will construct a line graph showing both the sales and the cost of goods sold for the period complete with a heading and with the vertical and horizontal scales identified	with complete accuracy.	
D1.60 Given the plant biweekly salaries for a period of 12 months, graph paper, and a ruler,	the student will construct a bar graph showing the salaries for the period, complete with headings and appropriate scales	with complete accuracy.	
D1.61 Given five word problems, each with at least four factors necessary to solving a problem,	the student will read the problems, extract the necessary data, and solve each problem	with complete accuracy.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: BUSINESS MATHEMATICS. Students will demonstrate competency in performing calculations by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D1.62 Given 20 terms frequently used in the statement of business problems (such as net proceeds, cash proof, amortize, quota, rate of discount, retained earnings, deferred income, series discounts, accrual, proprietorship, trade discount, fiscal period, margin, proceeds, appreciation, cash advance, unit price, draw, and yield) and a list of definitions of those terms,	the student will be able to match the terms and definitions	with complete accuracy.	
D1.63 Given five areas to measure (such as a classroom floor or a hallway) and a tape measure,	the student will measure the surface to the nearest one-half inch and compute the square footage	with complete accuracy.	
D1.64 Given an assignment to measure the length, width, and height of five containers (in feet and inches),	the student will measure the containers and compute the volume of each in cubic inches	with complete accuracy.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: BUSINESS MATHEMATICS. Students will demonstrate competency in performing calculations by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D1.65 Given at least 20 real or simulated purchase invoices and an electronic calculator,	the student will verify the cost of each line item and the invoice totals including any shipping charges and taxes	with complete accuracy.	
D1.66 Given a salesperson's completed expense report for a two-week period (including mileage, meals, lodging, and allowable miscellaneous expenses),	the student will verify all entries for accuracy including extensions and column totals	with complete accuracy.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

D2

TASK AREA: ELECTRONIC CALCULATOR. Students will demonstrate competency in the use of the electronic calculator by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D2.1 Given a 10-key electronic calculator or adding machine and 20 problems calling for the addition or subtraction of whole numbers or dollar amounts,	the student will compute the answers using the touch method of keying	with complete accuracy.	
D2.2 Given a 10-key electronic calculator and 20 problems calling for the multiplication or division of whole numbers or dollar amounts,	the student will compute the answers using the touch method of keying	with complete accuracy.	
D2.3 Given a 10-key electronic calculator or adding machine and 20 problems involving decimal placement and related percentages,	the student will compute the answers and determine the decimal placement	with complete accuracy.	
D2.4 Given a 10-key electronic calculator or adding machine and 20 problems that result in a credit balance,	the student will compute the answers using the touch method of keying	with complete accuracy.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: ELECTRONIC CALCULATOR. Students will demonstrate competency in the use of the electronic calculator by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D2.5 Given a 10-key electronic calculator and 20 problems involving percentages,	the student will compute the answers with correct decimal placement and rounded off to the nearest hundreth	with complete accuracy.	
D2.6 Given a 10-key electronic calculator and 20 word problems requiring mathematical computation of whole numbers	the student will read the problems, determine the mathematical process required to find the solutions, and use the touch method of keying	with complete accuracy.	
D2.7 Given a 10-key electronic calculator and five addition problems, each containing at least 35 numbers of from three to five digits each,	the student will key the problems using the touch method of keying, verify the keying, and correct as necessary by comparing the calculator tape to the original lists from which the keying was done	with complete accuracy.	
D2.8 Given a 10-key electronic calculator and a columnar record such as a payroll register, household expense record, or a worksheet complete except for extensions and column totals,	the student will complete all horizontal and vertical computations	with complete accuracy.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: ELECTRONIC CALCULATOR. Students will demonstrate competency in the use of the electronic calculator by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D2.9 Given a 10-key electronic printing calculator and 10 simulated sales invoices that have been completed,	the student will verify prices of all items on the sales invoices by referring to a company price list, audit all math on the invoices, and initial each invoice that is correct	with complete accuracy.	
D2.10 Given a 10-key electronic calculator and a balance sheet showing the totals of each expense account for one month,	the student will calculate the percentage of total expense that each individual expense represents, rounding off each answer to the nearest whole percent,	with complete accuracy.	
D2.11 Given a 10-key electronic printing calculator and an inventory list of at least 200 items, each item complete with part name, part number, units on hand, and price per unit,	the student will compute the value of each item on hand using the touch method of keying and will enter those amounts in the appropriate column	with complete accuracy.	

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TASK AREA: ELECTRONIC CALCULATOR. Students will demonstrate competency in the use of the electronic calculator by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D2.12 Given a Fahrenheit temperature and a Celsius temperature	the student will convert the temperatures to the opposite mode	with 100 percent accuracy.	
D2.13 Given a list of 10 English and metric measurements	the student will convert the measurements to the opposite mode	with at least 90 percent accuracy.	
D2.14 Given the principal of a note, the time of a note, and the interest rate of a note	the student will calculate the amount of simple interest or bank discount, and the maturity value or proceeds	with 100 percent accuracy.	
D2.15 Given the amount of an installment purchase, the amount of each payment, and the number of payments	the student will calculate the actual cost of the purchase and the true amount of interest being paid on the installment	with 100 percent accuracy.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

D3

TASK AREA: MICROCOMPUTER OPERATIONS. Students will demonstrate competency in microcomputer operations by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D3.1 Given a microcomputer with which the student is familiar and appropriate reference manuals,	the student will demonstrate proper handling and care of software and hardware and computer operations including operating printer, power up, loading, power down	in accordance with the manufacturer's instructions and to the satisfaction of the teacher.	
D3.2 Given a microcomputer or terminal and software with which the student is familiar,	the student will demonstrate familiarity with the special function keys by operating those keys or orally describing their purpose and use	with 100 percent accuracy.	
D3.3 Given a microcomputer and a connected printer with which the student is familiar as well as appropriate reference manuals,	the student will demonstrate the ability to operate the printer, load paper, and print data	to the satisfaction of the teacher.	
D3.4 Given a microcomputer with which the student is familiar, a program disk containing stored data, and a blank disk,	the student will make an exact copy of the stored disk on the blank disk	without destroying the data on the original disk.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: MICROCOMPUTER OPERATIONS. Students will demonstrate competency in microcomputer operations by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D3.5 Given a microcomputer with which the student is familiar, a program disk containing stored data, and a blank disk,	the student will copy only specified files from the files stored on that disk	with the new disk containing the specified files.	
D3.6 Given a microcomputer with which the student is familiar, an initialized disk, and created data visible on the screen,	the student will edit the data by proofreading, correcting errors, and storing the data so that the data may be retrieved and printed	in mailable form.	
D3.7 Given a microcomputer with which the student is familiar and appropriate disks,	the student will create, store, and retrieve data	with each function being properly executed.	
D3.8 Given a specific business problem to solve such as developing a mailing list,	the student will review and evaluate available software, then select and use the appropriate package	providing all pertinent information.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

D4

TASK AREA: COMPUTER PROGRAMMING. Students will demonstrate competency in programming by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D4.1 Given information and research about programming,	the student will describe the role of programming development, relating it to the overall development of information systems	to the satisfaction of the instructor.	
D4.2 Given an assignment to define any four of these languages: BASIC, COBOL, PASCAL, LOGO, FORTRAN, RPG, or C,	the student will explain orally or in writing at least one application where the selected languages would be appropriate for use	with complete accuracy.	
D4.3 Given a set of job instructions,	the student will analyze the job instructions and determine the format operations	to the specifications for the assignment.	
D4.4 Given the job specifications for a business situation requiring the writing of a computer program and given I/O record layouts, flowcharting sheets, and a flowcharting template,	the student will develop a flowchart showing the general logic sequence	so that the flowchart (1) reflects an analysis of the problem, (2) contains sufficient labeling to be readable, and (3) uses standard flowcharting symbols.	

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TASK AREA: COMPUTER PROGRAMMING. Students will demonstrate competency in programming by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D4.5 Given a flowchart developed for a specific business situation,	the student will write and run a program following the flowchart directions	producing a program that will provide the solution for the problem.	
D4.6 Given a simple mathematical problem to solve, a blank disk, and a microcomputer with which the student is familiar,	the student will develop a simple program, debug the program by identifying syntax errors and execution errors, and store the completed program on the blank disk	to solve the problem accurately.	
D4.7 Given a problem of average difficulty,	the student will prepare a program which will apply decision-making branches and looping statements	to produce a program that can by used to efficiently solve the given problem.	
D4.8 Given a complex problem to solve,	the student will write a program using arithmetic operations, loops, branches, and subroutines	producing the program that will provide the solution accurately, quickly, and efficiently.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: COMPUTER PROGRAMMING. Students will demonstrate competency in programming by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D4.9 Given the output from a specific program which is not producing proper output,	the student will analyze the output, identify any cause of processing error, and correct the cause	producing a usable program.	
D4.10 Given a complex problem to solve,	the student will analyze the application of the problem, construct a flowchart, write a computer program in the prescribed language, test and debug the program, assembling the necessary documentation	producing a program that will provide the solution for the problem.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

D5

TASK AREA: MINICOMPUTER OPERATIONS. Students will demonstrate competency in minicomputer operations by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D5.1 Given a computer system with all equipment turned off,	the student will perform the procedures involved in powering-on the system	so that all equipment is operational.	
D5.2 Given a computer system with all equipment turned on,	the student will perform the procedures involved in powering-off the system	so that all equipment is turned off.	
D5.3 Given a computer system with power on and an operating system disk,	the student will load the operating system disk into the computer	receiving a designation to "start."	
D5.4 Given a computer system with a "start" message and programs, files, or database to be run,	the student will load the program files or database into the main memory	so that the program will begin executing.	
D5.5 Given a computer program, computer hardware, and computer software,	the student will run tests on the program	to obtain a program printout.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: MINICOMPUTER OPERATIONS. Students will demonstrate competency in minicomputer operations by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D5.6 Given a computer printer and continuous form paper to be loaded,	the student will load the paper into the printer	so that the printer will operate and feed the paper properly.	
D5.7 Given a computer printer and a new ribbon,	the student will change the ribbon in the printer according to the manufacturer's instructions	to produce clear, readable copy.	
D5.8 Given a printer, media containing data, and forms specifications,	the student will use the printer to prepare printouts	with clear print and proper alignment according to forms specifications.	

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D6

TASK AREA: DATA CONTROL. Students will demonstrate competency in performing data control functions by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D6.1 Given a disk containing essential data,	the student will prepare a duplicate copy to be stored at a secure location other than the operational location	consistently.	
D6.2 Given a computer system, source document, necessary software, data record layout, and key entry specifications,	the student will prepare job instructions for the key operator	without error, containing field locations and field definitions of items to be keyed, related data entry program control function, and special keying instructions.	
D6.3 Given malfunctioning equipment or a simulation of the malfunction,	the student will determine the reason for the malfunction	identifying the cause or determining that a maintenance call is necessary.	
D6.4 Given a tape or diskette that has been removed from the computer incorrectly,	the student will recover the data	with all keyed data recovered.	

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TASK AREA: DATA CONTROL. Students will demonstrate competency in performing data control functions by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D6.5 Given five examples of breach of confidentiality of information stored in computer data storage systems,	the student will explain and illustrate at least one type of damage that an individual or company might suffer from each of the five examples	with complete accuracy.	
D6.6 After a discussion concerning the importance of securing data,	the student will be able to describe a procedure to be used for preventing unauthorized people from entering data processing work areas	to the satisfaction of the instructor.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

D7

TASK AREA: ENTERING AND VERIFYING DATA. Students will demonstrate competency in entering and verifying data by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D7.1 Given data entry equipment, supplies, source material, and a job to be entered,	the student will set up the work station	with all supplies and source materials assembled and equipment ready for entering data.	
D7.2 Given source documents, data entry format requirements, and designated data entry equipment with recording medium,	the student will enter data from source documents (with or without program control)	in designated format without errors and at a minimum of 150 keystrokes per minute.	
D7.3 Given an existing file and new records to be added,	the student will add the new records	without error.	
D7.4 Given existing records, instructions for modification, and data for modification,	the student will modify the records as instructed	without error.	
D7.5 Given the media on which incorrect data has been recorded, the locations of the errors, and the corrections to be made,	the student will correct the errors in data entry	with all errors corrected and verified.	

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TASK AREA: ENTERING AND VERIFYING DATA. Students will demonstrate competency in entering and verifying data by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D7.6 Given equipment with disks, diskettes, tapes, or cards,	the student will terminate operation	according to the vendor's operating specifications.	
D7.7 Given a microcomputer or terminal with which the student is familiar and five minutes time,	the student will demonstrate the ability to operate the keyboard, using the touch system at a rate of at least 50 words per minute	with no more than five uncorrected errors.	
D7.8 Given a microcomputer terminal with a numeric pad and five minutes time,	the student will demonstrate the ability to key data on the numeric keyboard, using the touch system at a rate of at least 150 keystrokes per minute	with no more than five uncorrected errors.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

Business Records in the Curriculum

Accounting and recordkeeping represent one of the major instructional strands within the field of business education. Accounting operations and records are fundamental to all business enterprise--from the one person cottage industry to the largest international corporation. Virtually every business activity is ultimately translated into the language of accounting and is then entered into the records of business. It is for this reason that many of the instructional programs within business education have historically included various accounting applications as a part of their curriculum. Students who are training for many of the business occupations, while they may not be called upon to make any accounting-related entries, still find that they need to understand much of the vocabulary of accounting, as well as some accounting procedures, in order to perform effectively on their jobs. Applications of accounting are basic to virtually every activity within business and are reflected to some degree in most business education curriculum structures.

Instructional Delivery Systems

Because of this wide application of segments of accounting and recordkeeping to training programs within business, instruction in accounting is delivered in a variety of ways. Marketing programs frequently include cashiering, inventory, invoices, expense reporting, and similar accounting-related activities. The clerical employee or secretary may deal with operating a petty cash fund, making bank deposits, verifying financial data, transcribing dictation about billing, freight, bank loans, taxes, dividends and stock transfers, and similar accounting-related operations. Instructional programs for bank tellers, cashiers, merchandise handlers, payroll clerks, and accounts receivable or accounts payable clerks present very specific segments of accounting theory and practice in considerable depth.

Recordkeeping is generally structured as a two-semester course and delivers instruction in many of the more routine operations of keeping financial records. Drill, practice and reinforcement on basic math skills as they apply to business records are integral parts of this course. Recordkeeping usually includes orientation to the function and uses of business forms and various routines for handling many of the more clerical aspects of financial records.

Accounting programs generally offer from two to four semesters of instruction and sometimes include extensive accounting simulations or provide on-the-job cooperative work experience. The program covers a broad range of basic and intermediate accounting theory and practice. Besides the student who plans on securing an accounting position directly after completing high school, this program is frequently selected by students planning on additional accounting instruction in college or at other postsecondary institutions.

Personal and Entrepreneurial Value

Much of the content of recordkeeping and accounting programs is transferable directly to personal and entrepreneurial use. Demands for home and personal records have increased markedly over the past decade. Personal income tax records, use of credit cards and bank accounts, and keeping track of household budgets and records all employ basic accounting procedures and systems. Increasingly, individuals and households are engaging in cottage industries, and though small, these enterprises require sound accounting records, complete files of both incoming and outgoing business documents, as well as the filing of appropriate reports and tax statements with various governmental agencies. Some school systems, most appropriately, include references to such personal and small business record needs at appropriate points in the accounting program. To reflect this content, related objectives must be included in the accounting program documentation.

Computerized Accounting Instruction

Today, most secondary schools have justifiably fused the use of the microcomputer into their accounting program. Delivery of computerized accounting instruction may differ greatly from school to school partially due to the number of computers available (or not available) for instruction and the rotation schedule that is used to permit students access to the machines.

The exact applications, and the places within accounting where computerized accounting will be used, will be largely dictated by the overall objectives of the program, instructional time available, the background and experience of the instructor, the number and type of microcomputers available to students, and the availability of appropriate software programs.

Some software can be used at an introductory stage to simply orient students to the advantages of computer use in accounting. Other software programs accommodate sophisticated and complex accounting procedures. Some software provides in-depth instruction, practice, and ultimate competency on accounting subroutines such as payroll, accounts receivable or payable, customer billing, inventory control, and so on. In-depth evaluation and selection of specific accounting software should be made by the local school district.

D8

TASK AREA: RECORDKEEPING. Students will demonstrate competency in basic recordkeeping procedures by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D8.1 Given a columnar business record (such as a payroll register or an inventory sheet) complete with penciled entries,	the student will complete the line extensions, add the columns, prove the accuracy of the entries, and foot and rule the record sheet	with complete math accuracy and following accepted accounting procedures.	
D8.2 Given a bank statement, 12 canceled checks, and a check register covering at least three deposits, and with 15 checks having been written,	the student will reconcile the bank statement	with complete accuracy.	
D8.3 Given an electronic calculator, three minutes of time, and columns of numeric data,	the student will demonstrate the ability to key data on the numeric keyboard using the touch system	at a rate of at least 85 keystrokes per minute with no more than five uncorrected errors.	
D8.4 Given copies of 20 sales invoices and 15 minutes time,	the student will be able to copy the name of the customer, terms, invoice number, and the amount of the sale to a columnar form	with complete accuracy and so that all information is legible.	

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TASK AREA: RECORDKEEPING. Students will demonstrate competency in basic recordkeeping procedures by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D8.5 Given 20 problems requiring the addition, subtraction, multiplication, and division of whole numbers or dollar amounts,	the student will perform the math functions without the aid of an adding machine or calculator	with at least 90 percent accuracy.	
D8.6 Given a columnar income and expense form for recording family business dealings and 20 transactions,	the student will record the transactions and total the columns	with at least 90 percent of the transactions correctly recorded with no addition errors.	
D8.7 Given the amount of monthly income for a family of four and a list of typical family expenditures such as household, health, transportation, education, food, clothing, utilities, gifts, entertainment, and savings,	the student will prepare a monthly budget for the family	to the satisfaction of the instructor.	
D8.8 Given a set of at least 100 sales invoices or other numbered business documents,	the student will arrange the documents in correct numeric order	within 15 minutes and with all documents correctly filed.	

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TASK AREA: RECORDKEEPING. Students will demonstrate competency in basic recordkeeping procedures by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D8.9 Given a set of at least 100 customer name-and-address slips or other documents with alphabetic identifiers,	the student will arrange the documents in correct alphabetic order by customer names	within 15 minutes and with all documents correctly filed.	
D8.10 Given a list of materials, such as an inventory list complete with part numbers, prices, and goods on hand, or a real or simulated catalog of materials, and an assignment to look up and then record 40 specific items of information,	the student will locate and record the required information	with at least 95 percent accuracy and with complete legibility.	

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TASK AREA: RECORDKEEPING. Students will demonstrate competency in basic recordkeeping procedures by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D8.11 Given 15 real or simulated business forms and documents such as the following: promissory note, bank draft, sales invoice, payroll check, purchase requisition, purchase invoice, inventory card, telephone message form, petty cash voucher, receipt, payroll register, time card, employees withholding exemption form, job application form, and interoffice memo,	the student will explain the purpose and use of each form or document	with no more than two forms incorrectly interpreted.	
D8.12 Given 20 basic accounting and recordkeeping terms such as the following: foot and rule, balance, on account, net 30, returns and allowances, post source document, original entry, ledger, correcting entry, owner's equity, liability, account receivable, open account, back order, running inventory, asset, debtor, posting reference, profit and loss sheet, and a list of definitions of those terms,	the student will match the terms and definitions	with at least 90 percent accuracy.	

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TASK AREA: RECORDKEEPING. Students will demonstrate competency in basic recordkeeping procedures by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D8.13 Given a description of a small home business operation,	the student will describe the type of record system that would be appropriate for the business	to the satisfaction of the instructor.	
D8.14 Given a real or simulated payroll check stub,	the student will indicate the titles of the accounts of the issuing business that would be affected by each amount shown on the stub	with no more than one incorrect response.	
D8.15 Given five blank source documents such as purchase orders, sales invoices, checks, etc. and transactions to be recorded on each of those documents,	the student will enter the transactions with pen or pencil	so that all writing is legible, all data is correctly recorded in the appropriate blanks and columns, and all calculations are correct.	
D8.16 Given 10 business documents from a business with each document involving purchases, sales, borrowing, repaying a debt, payment of utilities, or some similar transaction,	the student will be able to analyze each document and explain what its effect would be upon the business	with at least 90 percent accuracy.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: RECORDKEEPING. Students will demonstrate competency in basic recordkeeping procedures by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D8.17 Given 20 accounts receivable accounts, some with balances,	the student will be able to select those accounts that are owing and will prepare statements for each	with at least 19 bills completed correctly.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

D9

TASK AREA: BASIC ACCOUNTING PROCESS. Students will demonstrate an understanding of the basic accounting process by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D9.1 Given an assignment to define the purpose of accounting,	the student will list at least 10 values or uses of accounting records	with at least 90 percent accuracy.	
D9.2 Given five case problems dealing with a question of ethics in accounting,	the student will be able to specify the ethical procedure that the accountant should follow	in each case.	
D9.3 Given an assignment to describe the systems used for locating and eliminating common errors in accounting records,	the student will, orally or in writing, describe how the errors may be detected	with complete accuracy.	
D9.4 Given a list of the five types of accounts,	the student will indicate how each is increased or decreased	with 100 percent accuracy.	
D9.5 Given 20 simple cash transactions involving paying for a utility, paying account payable, paying cash for merchandise, and similar cash payment transactions as well as a columnar cash payments sheet,	the student will enter the transactions in the correct expense columns	with 100 percent accuracy.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: BASIC ACCOUNTING PROCESS. Students will demonstrate an understanding of the basic accounting process by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D9.6 Given a chart of accounts for a small single proprietorship business and 10 transactions involving cash receipts and cash payments,	the student will select and list the accounts that would be affected by each of the transactions	with at least 95 percent accuracy.	
D9.7 Given at least 10 "T" accounts for a single proprietorship business, each with both debit and credit entries,	the student will determine the balance of each account and list the titles and balances	with at least 95 percent accuracy.	
D9.8 Given at least 20 "T" accounts for a single proprietorship service business, each complete with titles and balances,	the student will select the accounts that would appear on a balance sheet and those that would appear on a statement of income and expenses	with no more than one account incorrectly identified.	
D9.9 Given a list of 20 business transactions,	the student will identify which would be entered in each of the following journals: general, cash receipts, cash payments, accounts receivable, and accounts payable	with 100 percent accuracy.	

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TASK AREA: BASIC ACCOUNTING PROCESS. Students will demonstrate an understanding of the basic accounting process by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D9.10 Given a completed cash payments journal and a completed accounts payable journal that have not yet been posted, each journal with at least 10 entries,	the student will post the transactions to "T" accounts that have folio columns	with 100 percent accuracy.	
D9.11 Given a set of ledgers for a company in the form of at least 25 "T" accounts that are complete with titles and balances,	the student will construct a trial balance	with complete accuracy.	
D9.12 Given a six-column work-sheet with a trial balance of at least 20 accounts correctly entered and totaled in the trial balance section,	the student will extend the balances into the other appropriate columns	with complete accuracy and with section correctly ruled and balanced.	
D9.13 Given an assignment to compare manual accounting procedures to accounting on a microcomputer,	the student will be able to point out where each might be justifiably used	accurately.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

D10

TASK AREA: ACCOUNTING CYCLE. Students will demonstrate competency in the structure and sequence of the accounting cycle by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D10.1 Given the 10 steps of an expanded accounting cycle: the source document, journalizing, posting, the trial balance, the worksheet, the balance sheet, the income and expense statement, the adjusting and closing entries, the post-closing trial balance, and analysis and use of accounting data,	the student will explain what occurs in each step	completely and accurately.	
D10.2 Given a set of 20 source documents including purchase for cash and on account, sales for cash and on account, payment of utility bills, purchase of equipment and supplies, and other appropriate source documents as well as a chart of accounts,	the student will analyze each document and determine the accounts to debit and credit for each transaction	with at least 95 percent accuracy.	
D10.3 Given a list of 20 business transactions and a chart of accounts for a service business,	the student will indicate the accounts to debit and credit for each transaction	with at least 95 percent accuracy.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: ACCOUNTING CYCLE. Students will demonstrate competency in the structure and sequence of the accounting cycle by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D10.4 Given a 10-column worksheet complete with at least 20 entries,	the student will refer to the data on the worksheet and write in general journal form the required adjusting and closing entries	without error.	
D10.5 Given a completed 10-column worksheet for a small mercantile company,	the student will extract the required data and prepare a statement of income and expenses	with complete accuracy.	
D10.6 Given a set of accounts at the end of the month and after the adjusting and closing entries have been posted,	the student will prepare a post-closing trial balance	with complete accuracy.	
D10.7 Given a complete set of books for a month and the worksheet and statements,	the student will find the percent of monthly cash sales as compared to sales on account	with complete accuracy.	
D10.8 Given a one-month record of daily cash receipts from sales and a calendar for the month,	the student will analyze cash sales and determine which day of the week has the highest average cash sales	without error.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: ACCOUNTING CYCLE. Students will demonstrate competency in the structure and sequence of the accounting cycle by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D10.9 Given appropriate journals and an accounts receivable ledger containing at least 20 accounts and the balance of the control account that does not agree with the total of the account balances,	the student will check all transactions relating to the accounts receivable accounts	and locate and eliminate the error or errors.	
D10.10 Given an assignment to define the terms perpetual inventory, periodic inventory, and physical inventory,	the student will define the terms and explain the features of each	completely and accurately.	
D10.11 Given an inventory report for a mercantile business that shows all increases and decreases on at least 30 items of inventory,	the student will analyze the report and determine the 10 inventory items that were most frequently sold during the accounting period	with complete accuracy.	
D10.12 Given the balances of the sales account and the traveling salespersons expense account for each month for a period of one year,	the student will compare these amounts for each month and determine in which month the traveling salespersons expense was most effectively used in generating sales	without error.	

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TASK AREA: ACCOUNTING CYCLE. Students will demonstrate competency in the structure and sequence of the accounting cycle by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D10.13 Given the amounts spent for one month on five expenses such as salaries, travel, shipping charges, store supplies, and cost of goods sold,	the student will develop bar graphs for each expense	with the graphs being neat, readable, and accurate.	
D10.14 Given a simulated telephone call from an outside salesperson reporting a sale, or a paragraph representing such a call,	the student will record the information necessary to create a sales invoice	accurately.	
D10.15 Given a simulated telephone call from a customer relative to an error which the customer noted on an invoice received, or a written note representing such a call,	the student will take the necessary information in note form so that the error can be verified and any necessary corrections can be made	completely and accurately.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

D11

TASK AREA: RECORDING AND ANALYZING. Students will demonstrate competency in recording special transactions and doing analysis of records by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D11.1 Given 40 transactions dealing with sales for cash, sales on account, purchases for cash, and purchases on account,	the student will be able to select those transactions that are cash receipts and those that are cash payments	with 100 percent accuracy.	
D11.2 Given six transactions where accounts payable are paid, with at least two involving a discount for prompt payment and at least two involving an allowance for damaged goods,	the student will be able to indicate the accounts affected for each transaction, including the amounts	with complete accuracy.	
D11.3 Given six transactions where accounts receivable are paid, with two of the transactions permitting a discount for prompt payment and two permitting an allowance for damaged goods,	the student will be able to indicate the accounts affected for each transaction, including the amounts	with complete accuracy.	
D11.4 Given data relative to four uncollectible accounts,	the student will be able to prepare a general journal entry to write off these accounts	with complete accuracy.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: RECORDING AND ANALYZING. Students will demonstrate competency in recording special transactions and doing analysis of records by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D11.5 Given an assignment to record the receipt of a check to pay for an account that was previously written off as uncollectible,	the student will be able to prepare the accounting entry	accurately.	
D11.6 Given a set of 15 accounts receivable "T" accounts, each with debit and credit entries,	the student will be able to balance the accounts and produce a schedule of accounts receivable	with 100 percent accuracy.	
D11.7 Given a set of 15 accounts payable "T" accounts, each with debit and credit entries,	the student will be able to balance the accounts and produce a schedule of accounts payable	with 100 percent accuracy.	
D11.8 Given an assignment to explain the benefit of the use of control accounts and subsidiary ledgers in an accounting system,	the student will be able to describe two major benefits	accurately.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: RECORDING AND ANALYZING. Students will demonstrate competency in recording special transactions and doing analysis of records by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D11.9 Given an assignment to explain the advantages and disadvantages of a ledgerless accounts receivable system,	the student will explain the operation of the system including the listing of at least two advantages and two disadvantages	with complete accuracy.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

D12

TASK AREA: WORKSHEET. Students will demonstrate competency in adjusting and closing entries, and the use of the worksheet by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D12.1 Given a six-column worksheet for a small business operating on a cash basis, complete with an accurate trial balance listing at least 15 accounts,	the student will be able to complete the extensions and totals	with complete accuracy.	
D12.2 Given an assignment to explain why two prepaid expense accounts, such as store supplies on hand and prepaid insurance, require adjustment at the end of an accounting period,	the student will explain why this is required	completely and accurately.	
D12.3 Given transactions where two accrued expense accounts such as interest payable and salaries and wages payable must be recorded at the end of an accounting period,	the student will do the necessary computations and prepare the required general journal entries	with all computations correct and with both journal entries correctly shown.	
D12.4 Given transactions where accrued interest must be computed and recorded at the end of an accounting period,	the student will compute the accrued interest and prepare the required general journal entry to record the transaction	with all computations correct and with the journal entry correctly shown.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: WORKSHEET. Students will demonstrate competency in adjusting and closing entries, and the use of the worksheet by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D12.5 Given a transaction dealing with deferred revenue that must be recorded at the close of an accounting period,	the student will do the necessary computation and prepare the general journal entry	with both the computation and the journal entry correctly shown.	
D12.6 Given a 10-column worksheet complete with a trial balance already entered and with information on adjustments required to adequately reflect two accrued expense items,	the student will make the required entries in the adjustments column and complete the adjusted trial balance section	with all entries correct and with column totals in balance.	
D12.7 Given a 10-column worksheet complete with a trial balance already entered and with information on at least three required adjustments such as office supplies on hand, merchandise inventory, and prepaid insurance,	the student will make the adjustments required in the adjustments column and complete the adjusted trial balance section	with all entries correct and with column totals in balance.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: WORKSHEET. Students will demonstrate competency in adjusting and closing entries, and the use of the worksheet by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D12.8 Given an assignment to explain the difference between the straight line method for handling depreciation and the declining balance method,	the student will explain and compare the two systems	completely and accurately.	
D12.9 Given the names of 10 different equipment items complete with information on their original cost, expected years of useful service for each, and their expected trade-in or salvage value,	the student will determine monthly depreciation for each using the straight line method	with at least 90 percent accuracy.	
D12.10 Given one equipment item that has been depreciated for approximately three and one-half years of its expected four-year life and an assignment to dispose of the equipment at the specified time,	the student will record the sale of the asset indicating the accounts to be affected and the amounts	with complete accuracy.	

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TASK AREA: WORKSHEET. Students will demonstrate competency in adjusting and closing entries, and the use of the worksheet by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D12.11 Given a 10-column worksheet complete with a trial balance already entered and totaled and information on the depreciation of three assets such as building, office equipment, and delivery equipment	the student will make the required entries in the adjustments column and complete the adjusted trial balance section	with all entries correct and with column totals in balance.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

D13

TASK AREA: ACCOUNTING SYSTEMS. Students will demonstrate their understanding of various accounting systems and ownership plans by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D13.1 Given an assignment to describe a sole proprietorship type of business ownership,	the student will describe this type of ownership including two advantages and two disadvantages as compared to other types of ownership	with complete accuracy.	
D13.2 Given an assignment to describe a partnership type of business ownership,	the student will describe this type of ownership including two advantages and two disadvantages as compared to other types of ownership and will include information on how the partners might share both work and profits	with complete accuracy.	
D13.3 Given an assignment to describe a corporate type of business ownership,	the student will describe this type of ownership including two advantages and two disadvantages as compared to other types of ownership and will include information on how profits may be shared with holders of common and preferred stock	with complete accuracy.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: ACCOUNTING SYSTEMS. Students will demonstrate their understanding of various accounting systems and ownership plans by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D13.4 Given an assignment to describe the differences between an accounting system used by a service business as opposed to that used by a mercantile business,	the student will describe the special features of each system and indicate the differences and why those differences exist	completely and accurately.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

D14

TASK AREA: BANKING PROCEDURES. Students will demonstrate their understanding of banking procedures and petty cash accounting by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D14.1 Given a blank deposit ticket, a check register, and simulated checks, coins, and currency,	the student will correctly endorse the checks for deposit, enter the check amounts, count and enter the cash and currency, total the deposit ticket, and record the deposit in the check register	with all computations and entries correct.	
D14.2 Given a supply of blank simulated checks, a check register and an assignment to write at least five checks for specified payments,	the student will write the checks and make the appropriate entries in the check register including the computation of the account balance	with all checks correctly written, entries in the check register correctly recorded, and with all computations correct.	
D14.3 Given an assignment to describe the use and operation of a savings account,	the student will write or explain orally how the account operates including the way deposits and withdrawals are made	completely and accurately.	
D14.4 Given a petty cash register, a petty cash fund complete with simulated coins and currency, and five petty cash transactions that might occur in an office,	the student will write the petty cash vouchers, count out the cash for each transaction, secure the signature of the receiver, and record each voucher	with all transactions recorded correctly and with the correct balance left in the petty cash fund.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: BANKING PROCEDURES. Students will demonstrate their understanding of banking procedures and petty cash accounting by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D14.5 Given a memo requesting the replenishment of the petty cash fund,	the student will compute the column totals, prepare the required journal entry, and write a simulated check to replenish the fund	with all computations correct, the check correctly written, the journal entry correctly shown, and the petty cash record correctly updated.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

D15

TASK AREA: AUTOMATED ACCOUNTING SYSTEMS. Students will demonstrate an understanding of the concepts of automated accounting systems and procedures as demonstrated by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D15.1 Given a list, in random order, of the five steps in the automated data processing cycle (source document preparation, input, processing, output, and using the output) and the name of an activity such as writing a check, ordering merchandise by mail, or some similar business activity,	the student will arrange the steps in correct sequence and write a brief description of what takes place in each step in the activity assigned	with all steps in correct order and each description accurately stated.	
D15.2 Given an assignment to select a common business application and to describe how it would be automated,	the student will select an application (such as paying a personal or household bill, making a consumer purchase, or similar application), describing the automated process, indicating both the people and equipment involved, and listing major steps in the process	without the omission of any major component or step.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: AUTOMATED ACCOUNTING SYSTEMS. Students will demonstrate an understanding of the concepts of automated accounting systems and procedures as demonstrated by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D15.3 Given a written list of 50 current terms commonly found in introductory information processing writings or a list of such terms and a list of their definitions,	the student will define the words or match the words and their definitions	with at least 90 percent accuracy.	
D15.4 Given the standard chart symbols for starting/stopping, input/output, processing, and decision making,	the student will identify each symbol	with 100 percent accuracy.	
D15.5 Given a microcomputer with which the student is familiar and appropriate reference manuals,	the student will demonstrate proper handling and care of software and hardware in accordance with the manufacturer's instructions	and to the satisfaction of the instructor.	
D15.6 Given a microcomputer or remote terminal and an appropriate equipment reference manual,	the student will demonstrate an ability to start up and shut down the equipment	in accordance with the manufacturer's instructions and to the satisfaction of the instructor.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: AUTOMATED ACCOUNTING SYSTEMS. Students will demonstrate an understanding of the concepts of automated accounting systems and procedures as demonstrated by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D15.7 Given a microcomputer terminal with which the student is familiar and an appropriate reference manual,	the student will demonstrate an ability to load a program into the computer from a data disk	in accordance with the manufacturer's instructions and to the satisfaction of the instructor.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

D16

TASK AREA: PAYROLL CONCEPTS. Students will demonstrate an understanding of payroll concepts by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D16.1 Given a list of systems on which earnings are based, such as regular hourly pay, overtime hourly pay, salary, straight commission, commission plus salary, piece rate, and bonuses,	the student will describe each system	with complete accuracy.	
D16.2 Given five employees' rates of pay and hours of regular and overtime work for a week,	the student will compute the earnings for each	with 100 percent accuracy.	
D16.3 Given the following blank payroll documents: payroll register, a time sheet or time card, individual employee record, and payroll check,	the student will describe how each is used in the payroll process	completely and accurately.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: PAYROLL CONCEPTS. Students will demonstrate an understanding of payroll concepts by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D16.4 Given an assignment to describe withholdings and deductions commonly made from payroll checks such as federal income tax, FICA tax, state income tax, disability insurance, life insurance, union dues, and savings bonds,	the student will describe the purpose of each	completely and accurately.	
D16.5 Given an assignment to describe the major steps in manual payroll preparation: determining regular time, overtime, gross pay deductions, net pay, posting payroll to the individual employee record, and writing the payroll check,	the student will describe each step orally or in writing	accurately and completely.	
D16.6 Given an assignment to compare the payroll work done in a small office as a part-time assignment and that done in a large company requiring a number of employees in the payroll department,	the student will discuss the differences and similarities of these operations	with no significant omissions.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

D17

TASK AREA: MANUAL PAYROLL OPERATIONS. Students will demonstrate their competence in performing detailed manual payroll operations by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D17.1 Given 20 payroll cards showing the regular and overtime hours worked by employees for a one-week period,	the student will compute the total hours, regular and overtime, worked by each employee	with complete accuracy.	
D17.2 Given a list of 20 employees paid on an hourly basis, their various rates of pay, and both regular and overtime hours worked,	the student will compute gross earnings for each	with 100 percent accuracy.	
D17.3 Given a situation where a new employee is hired,	the student will secure the required information and open an individual employee earnings record for the person	with all required information correctly recorded.	
D17.4 Given a situation where an employee requests that $10 be withheld from her biweekly payroll check to be deposited automatically in the company credit union,	the student will fill out the voluntary withholding document, secure the employee's signature, and make the appropriate record on the employee's individual employee payroll record	completely and accurately.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: MANUAL PAYROLL OPERATIONS. Students will demonstrate their competence in performing detailed manual payroll operations by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D17.5 Given data on four employees who have received increases in their hourly rate of pay and one employee who has an increase of one dependent,	the student will make the necessary changes on the appropriate individual employee earnings records	with complete accuracy.	
D17.6 Given the gross earnings of 20 employees, the allowances for each, voluntary deductions for each, a payroll register, and tax tables for both state and federal withholding tax,	the student will make the entries on the payroll register, including determining net pay for each employee and footing and proving the totals of the register	with complete accuracy and with all information in readable form.	
D17.7 Given a payroll register for 20 employees and the individual employee payroll records for each,	the student will post the data from the payroll register to the individual employee payroll records	with complete accuracy and with all information in readable form.	
D17.8 Given a payroll checkbook and a completed payroll register for 20 employees,	the student will write the payroll checks and stubs for each employee	with each check and stub correctly and legibly written.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: MANUAL PAYROLL OPERATIONS. Students will demonstrate their competence in performing detailed manual payroll operations by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D17.9 Given an assignment to prepare a cash payroll for 20 employees, the earnings information for each employee, and a supply of pay envelopes,	the student will make the necessary entries on each pay envelope, secure the appropriate cash based on a change sheet, and make the necessary accounting entries	with all work done accurately and completely.	
D17.10 Given an assignment to compute the earnings of four employees paid on a piece-rate basis, their rate(s) of pay per piece, and the pieces produced,	the student will compute the gross pay for each	accurately.	
D17.11 Given an assignment to compute the monthly earnings of four commission salespersons, one of whom also receives a monthly salary, the percent of commissions, and the total sales that apply as reported on a daily sales record,	the student will compute the gross earnings for each	without error.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: MANUAL PAYROLL OPERATIONS. Students will demonstrate their competence in performing detailed manual payroll operations by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D17.12 Given 20 individual employee payroll records at the end of a quarter and with the last entry for the final month of the quarter having just been entered,	the student will add and foot each record first for the month and then for the quarter	with all records being balanced and proofed.	
D17.13 Given the information required concerning the payroll for 20 employees, including total earnings, total net pay, and totals of each type of deduction or allowance,	the student will prepare and make the required journal entry and post it to the appropriate accounts	with both the journal entry and the posting accurately completed.	
D17.14 Given the information required concerning the employer's liability for FICA taxes payable and both federal and state unemployment taxes payable upon payment of a payroll,	the student will prepare and make the required journal entry	accurately and completely.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: MANUAL PAYROLL OPERATIONS. Students will demonstrate their competence in performing detailed manual payroll operations by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D17.15 Given a set of books containing the accurate records of state and federal payroll tax liabilities at the end of a month,	the student will prepare the required deposit ticket, the payment check, and make the necessary journal entry	with all work accurately and legibly completed.	
D17.16 Given the required state and federal forms at the end of a quarter,	the student will complete the forms, write checks for any required deposit, and make the necessary journal entries	completely and accurately.	
D17.17 Given the individual earnings records of 20 employees and an assignment to prepare W-2 Forms (Wage and Tax Statements) for these employees at the end of the year and a Form W-3 (Transmittal of Income and Tax Statements),	the student will prepare the W-2 Forms and Form W-3	accurately and legibly.	
D17.18 Given an assignment to make direct bank deposits of payroll earnings for five employees,	the student will prepare the required deposit information and write the check	accurately.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

D18

TASK AREA: PAYROLL LAWS AND REGULATIONS. Students will demonstrate their competence in payroll laws and regulations by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D18.1 Given an assignment to respond to questions regarding the Social Security Act (FICA),	the student will be able to explain: how a person secures a Social Security number, the persons who must have Social Security tax withheld, the rate of Social Security tax that is withheld from each employee, the maximum wages per year on which employee withholding is taken for FICA, the matching amount that employers must pay for each employee's Social Security, the procedure to follow when an employee leaves a company or firm, the type of reporting that is done on Social Security withholding, the accounts that are affected when payroll is paid, and the accounts that are affected when a deposit of FICA taxes is made	completely and accurately.	
D18.2 Given an assignment to explain the Federal Unemployment Tax Act (FUTA),	the student will explain the features of this tax, its uses, and who pays the tax	accurately.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: PAYROLL LAWS AND REGULATIONS. Students will demonstrate their competence in payroll laws and regulations by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D18.3 Given an assignment to explain state unemployment taxes,	the student will explain the purpose of the tax, its use, and who pays the tax	accurately.	
D18.4 Given an assignment to explain the major provisions of the Fair Labor Standards Act of 1938 and its effect upon payroll,	the student will explain and illustrate each of the following points: those employees that are covered by the act, the minimum wage regulation and which employees are covered under this provision, what hours of work qualify as overtime, and which employees are eligible for overtime	accurately.	
D18.5 Given an assignment to explain the major provisions of federal income tax laws,	the student will explain and illustrate each of the following points: who is responsible for paying income taxes, why payroll withholding was enacted, the requirements of employers to keep records on each employee regarding payroll, the quarterly report, the monthly deposit ticket, the annual report, and the W-2 form	accurately.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: PAYROLL LAWS AND REGULATIONS. Students will demonstrate their competence in payroll laws and regulations by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D18.6 Given an assignment to explain the state's workmen's compensation tax,	the student will explain the purpose of the tax, who pays for it, when it is paid, and the rate of tax	accurately.	
D18.7 Given an assignment to discuss the major features of the Civil Rights Act of 1964 and the Age Discrimination in Employment Act of 1967,	the student will explain the major features of these acts and indicate what constitutes discriminatory hiring practices	accurately.	
D18.8 Given an assignment to describe how personnel records (such as job application forms, job history records, and personal data sheets) are used,	the student will explain and give examples of how these records provide important backup information	accurately.	
D18.9 Given an assignment to describe in detail the records that must be kept on each employee as required by federal law,	the student will list all five informational items	accurately.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: PAYROLL LAWS AND REGULATIONS. Students will demonstrate their competence in payroll laws and regulations by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D18.10 Given an assignment to describe garnishment of wages,	the student will explain what garnishment is, which agency may order garnishment, and how garnishment would be handled in a company payroll	accurately.	
D18.11 Given a list of 35 words and terms often used in payroll work such as the following: biweekly, bonus, calendar year, commission play, contribution report, cross-footing, deductions, exemption, FICA tax, Form SS-5, Form W-2, Form W-3, Form W-4, garnishment, gross earnings, minimum wage, net pay, overtime, payroll change sheet, payroll register, personnel file, payroll checking account, piece-rate plan, quarterly report, salary plan, semimonthly, SDI, SUTA, tax deposit, time card, time sheet, voluntary deductions, voucher check, withholding allowance, workmen's compensation insurance,	the student will be able to define each term	accurately.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

D19

TASK AREA: MANUAL ACCOUNTS RECEIVABLE. Students will demonstrate their ability to operate manual accounts receivable accounts and records by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D19.1 Given an assignment to describe how an accounts receivable account is operated and its function and value in business,	the student will describe the operation, function, and value	completely and accurately.	
D19.2 Given a sales journal with at least 30 sales on account and an accounts receivable ledger,	the student will post the sales on account to the accounts receivable accounts	completely and accurately.	
D19.3 Given an accounts receivable ledger and a cash receipts journal which contains at least 25 receipts including at least 10 where customers have taken a discount on sales,	the student will post the payments on account to the accounts receivable ledger	completely and accurately.	
D19.4 Given five incoming checks each attached to a payment invoice and with each receipt showing a discount taken for payment within the discount period,	the student will verify whether the discounts are appropriate or not and record those transactions that have taken correct discounts in the cash receipts journal	without error.	

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TASK AREA: MANUAL ACCOUNTS RECEIVABLE. Students will demonstrate their ability to operate manual accounts receivable accounts and records by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D19.5 Given three receipts for accounts receivable where in each case an allowance has been made through the issuance of a credit memo,	the student will verify whether the allowance is correct and will record those transactions where the allowance is correct in the appropriate journal	without error.	
D19.6 Given an accounts receivable ledger with at least 30 accounts and with at least 20 having both debit and credit entries,	the student will find the balance of each account and prepare a list of the account titles and their balances	completely and accurately.	
D19.7 Given a file of at least 35 sales invoices representing a ledgerless accounts receivable system,	the student will enter the balances due on the invoices on a 10-key adding machine or calculator	and arrive at the correct total of accounts receivable in the file.	
D19.8 Given an accounts receivable ledger with at least 34 accounts having at least 15 accounts owing and a supply of statements of account,	the student will analyze the ledger and prepare statements for those customers with balances owing	with all work correctly and legibly executed.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: MANUAL ACCOUNTS RECEIVABLE. Students will demonstrate their ability to operate manual accounts receivable accounts and records by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D19.9 Given an accounts receivable ledger with at least 30 accounts with balances, at least five of which are overdue by as much as 95 days,	the student will prepare a schedule of accounts receivable by age with columns for the account balance, 1-30 days, 31-60 days, 61-90 days, and 91-120 days	with all information correctly recorded and with column totals.	
D19.10 Given an assignment to write a letter to an account receivable account that is 45 days overdue in paying for a purchase,	the student will compose and type the letter	giving all required data in a firm but professional way with the letter being of mailable quality.	
D19.11 Given an accounts receivable ledger of 30 accounts with at least 20 with balances owing,	the student will prepare a schedule of accounts receivable showing the name of the accounts, the balances owing, and the total	with no accounts missed or incorrect and with the correct total.	
D19.12 Given an assignment to issue two credit memos to customers for amounts representing damage to goods shipped on account,	the student will issue the credit memos, address the envelopes, and journalize the transactions	correctly and completely.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: MANUAL ACCOUNTS RECEIVABLE. Students will demonstrate their ability to operate manual accounts receivable accounts and records by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D19.13 Given an assignment to issue a check to a customer who paid cash for an order, a portion of which was not received,	the student will issue the adjusting check and make the appropriate entry	correctly.	
D19.14 Given the necessary data and an assignment to set up the headings for four new accounts receivable accounts complete with addresses, telephone numbers, and credit limits,	the student will record the data in the appropriate spaces on the four new accounts receivable ledger pages	accurately and legibly.	
D19.15 Given a transaction where a customer purchases merchandise and pays for it with a 30-day, eight percent note,	the student will record the transaction in the appropriate journal	accurately.	
D19.16 Given a directive to write off the balances of three customer accounts that are long overdue and considered uncollectible,	the student will make the appropriate general journal entry and post it to the ledger	accurately.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: MANUAL ACCOUNTS RECEIVABLE. Students will demonstrate their ability to operate manual accounts receivable accounts and records by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D19.17 Given information on receipt of payment from a customer that had previously been written off as uncollectible,	the student will make the appropriate journal entry	accurately.	
D19.18 Given a blank general ledger account form, an end balance ledger account form, and a four-column balance ledger form along with an assignment to write in the column headings for each for use as accounts receivable accounts,	the student will be able to complete the assignment	with no more than two columns incorrectly headed.	
D19.19 Given an assignment to analyze the accounts receivable ledger to determine those accounts that have purchased more than $2,000 worth of merchandise on account over the past three months,	the student will do the analysis and construct a bar graph with $100 increments showing these accounts complete with names and amounts	accurately.	

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TASK AREA: MANUAL ACCOUNTS RECEIVABLE. Students will demonstrate their ability to operate manual accounts receivable accounts and records by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D19.20 Given an assignment to respond to three letters from customers regarding questions about the bills they have received,	the student will locate the appropriate files and accounts, analyze the information, and prepare a letter of response	that is appropriate and correct in content and is of mailable quality.	
D19.21 Given 20 terms commonly used in an accounts receivable department and an assignment to define those terms: open account, credit limit, discount, allowance, terms, delivery expense, shipping charges, C.O.D., aging account receivable, uncollectible accounts, write off, sales discounts, proving, control account, billing, opening an account, back order, subsidiary ledger, ledgerless accounts receivable, and credit check,	the student will define the terms	with no more than two incorrectly identified.	

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D20

TASK AREA: MANUAL ACCOUNTS PAYABLE. Students will demonstrate their ability to operate manual accounts payable accounts by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D20.1 Given an assignment to describe how an accounts payable system is operated and its function, use, and value in a business,	the student will describe the operation, function, use, and value	completely and accurately.	
D20.2 Given a purchases journal with at least 30 purchases on account and an accounts payable ledger,	the student will post the purchases on account	completely and accurately.	
D20.3 Given an accounts payable ledger and a cash payments journal which contains at least 30 payments that have not been posted with at least five payments indicating that a discount on accounts payable was taken,	the student will post the payments on account to the accounts payable ledger	completely and accurately.	

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TASK AREA: MANUAL ACCOUNTS PAYABLE. Students will demonstrate their ability to operate manual accounts payable accounts by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D20.4 Given a directive to make payments on three purchase invoices that are due, each of which has a copy of a credit memo attached that indicates returns or allowances were granted,	the student will write the checks, record the transactions in the appropriate journal, post them to the appropriate accounts, and file the source documents	completely and accurately.	
D20.5 Given five invoices that are due for payment with each being within the discount period,	the student will use a calculator to compute the net amounts due, check the packing slip to see that all merchandise was received in good order, write the checks, address the envelope and insert the check and a copy of the voucher, and journalize the payments	completely and accurately.	
D20.6 Given a transaction involving the purchase of merchandise where a 30-day, eight percent note is given in payment,	the student will write the note and record the transaction in the appropriate journal	correctly.	

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TASK AREA: MANUAL ACCOUNTS PAYABLE. Students will demonstrate their ability to operate manual accounts payable accounts by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D20.7 Given an accounts payable ledger with at least 35 accounts and with at least 15 having both debit and credit entries,	the student will prepare a schedule of accounts payable	with all accounts correctly named, the balances correctly reported, and with the total of accounts payable correctly computed.	
D20.8 Given 10 monthly statements of account from suppliers of merchandise purchases made on account,	the student will analyze the ledger to verify that the statements are correct	with complete accuracy.	
D20.9 Given an accounts payable tickler file in which invoices for purchases made on account are filed by dates when payments are to be made in order to take advantage of discounts allowed for prompt payment,	the student will verify that each invoice is filed in the correct file slot	with 100 percent accuracy.	
D20.10 Given an assignment to refer to the accounts payable record and develop a list of payments that are due to be paid within the next 30 days,	the student will study the file and prepare such a list with a total	with complete accuracy.	

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TASK AREA: MANUAL ACCOUNTS PAYABLE. Students will demonstrate their ability to operate manual accounts payable accounts by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D20.11 Given an assignment to prepare a letter requesting a credit on a purchase on account because of a shortage of one item in the shipment,	the student will prepare the letter	with all pertinent data correctly stated and with the letter produced in mailable form.	
D20.12 Given a credit memo which was received in connection with a purchase that was made on account,	the student will record the credit in the appropriate journal and post the transaction to the appropriate accounts	completely and accurately.	
D20.13 Given an assignment to write a letter requesting a cash refund from a supplier whose account was paid in full only to find later that $150 worth of merchandise was damaged and unusable,	the student will write the letter including all pertinent data including the fact that the damaged merchandise is being returned and requesting the cash refund	with all pertinent data correctly stated and with the letter produced in mailable form.	

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TASK AREA: MANUAL ACCOUNTS PAYABLE. Students will demonstrate their ability to operate manual accounts payable accounts by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D20.14 Given an assignment to write a 60-day note payable at 10 percent interest to a customer who has agreed to accept the note in payment for a large balance that is now due for payment,	the student will write the note, record the transaction in the general journal, and post the transaction to the proper accounts	correctly.	
D20.15 Given five transactions regarding merchandise that was purchased and on which freight-in was paid,	the student will record the payment of the shipping charges in the cash payments journal	correctly.	
D20.16 Given a 10-key adding machine or calculator and an assignment to verify the balances in an accounts payable ledger with at least 30 active accounts,	the student will use the machine to verify the account balances and then to prepare a tape of the total of all account balances	with all computations correctly completed.	

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TASK AREA: MANUAL ACCOUNTS PAYABLE. Students will demonstrate their ability to operate manual accounts payable accounts by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D20.17 Given 20 terms commonly used in an accounts payable department and an assignment to define the terms: accounts payable, C.O.D., purchases discounts and allowances, transportation in, proving, control account, subsidiary ledger, notes payable, statement of account, ledgerless accounts payable, credit memo, overdue account, purchases journal, run a tape, purchase invoice, discount period, 2% Ten Net 30, FOB, packing list, tickler file,	the student will define the terms	with at least 90 percent accuracy.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

D21

TASK AREA: SPREADSHEET APPLICATIONS. Students will demonstrate competency in spreadsheet operations by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D21.1 Given a microcomputer with which the student is familiar, an electronic spreadsheet program disk, and appropriate reference manuals,	the student will load and execute a demonstration program	completing the execution of the program.	
D21.2 Given a microcomputer with which the student is familiar, an electronic spreadsheet program disk, and appropriate reference manuals,	the student will demonstrate the ability to enter data and formulas at desired locations on the spreadsheet	using correct operating procedures.	
D21.3 Given a microcomputer with which the student is familiar, an electronic spreadsheet program, and appropriate reference manuals,	the student will demonstrate the ability to retrieve, update, save, and print data	with complete accuracy.	
D21.4 Given a spreadsheet format with which the student is familiar and on which spreadsheet information has been entered,	the student will move and edit the information in the spreadsheet program	without destroying or modifying the material that is to be retained for further use.	

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TASK AREA: SPREADSHEET APPLICATIONS. Students will demonstrate competency in spreadsheet operations by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D21.5 Given a spreadsheet format with which the student is familiar or one which the student has written,	the student will write a formal documentation of the spreadsheet	explaining each part of the documentation to the instructor's satisfaction.	
D21.6 Given a spreadsheet program with which the student is familiar,	the student will use the spreadsheet to format a balance sheet, complete a break-even point analysis, and/or other similar applications	producing the desired output in usable form.	
D21.7 Given a selected financial report for a business situation,	the student will design a spreadsheet template, using formatting commands and data entry commands	to produce the desired report format.	
D21.8 Given an established spreadsheet with which the student is familiar,	the student will answer "What if?" questions such as "What if advertising were increased 10 percent?" and "What if cost of goods sold increased 5 percent?"	without assistance from the instructor or from the reference materials.	

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TASK AREA: SPREADSHEET APPLICATIONS. Students will demonstrate competency in spreadsheet operations by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
D21.9 Given a microcomputer with which the student is familiar, a program that will generate graphics, and appropriate reference manuals,	the student will load and apply the program to a typical task, such as graphically displaying budget information,	meeting the specifications for the task.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

ENTREPRENEURSHIP

One of the objectives of business education at the secondary school level is to prepare students with entrepreneurship skills which reflect relevant learning experiences, which are measurable, and which are linked with business. Business law, economics, entrepreneurship, management, and marketing courses are essential units in business education programs at the secondary school level.

As a prerequisite to achieving this objective, high school programs in business education should build upon the developmental and basic skills learned in the elementary school. The responsibility of business education in teaching basic skills is made clear by the Policies Commission for Business and Economic Education in its 1980 statement, "The Role of Business Education in the Teaching of Basic Skills To Meet Graduation Requirements."

The teaching of business law, economics, entrepreneurship, management, and marketing skills must be defined in terms of instructional objectives or core competencies. Three issues are presented from the point of view of developing a model guideline. They are:

1. The challenge to identify measurable skills demanded by the technological advances which have become inherent in the business world students will encounter.

2. The challenge to demonstrate competency in specific business skills.

3. The challenge to develop for entrepreneurship, management, and economics appropriate content (relevant learning experiences), specific levels of instruction, and proficiency testing standards.

The curriculum guidelines and instructional objectives presented here are designed to provide the basics for instruction in business law, economics, entrepreneurship, management, and marketing.

B1

TASK AREA: ENTREPRENEURSHIP-BUSINESS LAW. Students will demonstrate competency in the application of business law concepts by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
B1.1 Given an understanding of the law as it affects the American economic enterprise system,	the student will describe the basic tenets of the capitalistic system: freedom of of contract, private property, inheritance, freedom of enterprise and choice, the profit motive, competition, the free-price system, and the role of government	completely and accurately.	
B1.2 Given a completed personal business contract,	the student will describe the parties, the conditions, and the functions	completely and accurately.	
B1.3 Given an understanding of law in terms of the way it guarantees freedoms,	the student will identify five means of protecting individual freedoms through civil and criminal law	completely and accurately.	
B1.4 Given the basic understanding of business law,	the student will define private-property rights, buyer-seller relationships, and employer-employee relationships	completely and accurately.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: ENTREPRENEURSHIP-BUSINESS LAW. Students will demonstrate competency in the application of business law concepts by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
B1.5 Given an understanding of legal rights, privileges, and responsibilities,	the student will define and give the uses of commercial paper, agencies, bailments, and wills	with complete accuracy.	
B1.6 Given an assignment to describe insurance, including Social Security,	the student will explain types, costs, benefits and abuses	completely and accurately.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

B2

TASK AREA: ENTREPRENEURSHIP-ECONOMICS. Students will demonstrate competency in the application of economic concepts by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
B2.1 Given a set of 40 economic terms such as those listed below and a set of definitions of those terms: labor, land, interest, capital, COLA, consumption, cost, demand, imports, depreciation, goods, inflation, debt, contract, asset, deficit, economic indicators, competition, ownership, borrowing, wealth, price, money, market, investment, profit, savings, poverty, scarcity, productivity, resource allocation, collateral, GNP, trade, union, surplus, credit, entrepreneurship, contract, deflation, supply, exports,	the student will match the terms with the definitions	with at least 90 percent accuracy.	
B2.2 Given an understanding of the organization and operation of the American economy,	the student will define production-consumption in a market economy, consumer sovereignty, economic concentration, income distribution, money and banking, credit, labor-management relations, and the role of agriculture	with at least 85 percent accuracy.	

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TASK AREA: ENTREPRENEURSHIP-ECONOMICS. Students will demonstrate competency in the application of economic concepts by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
B2.3 Given an assignment to discuss labor unions,	the student will list at least two advantages and two disadvantages of unions	completely and accurately.	
B2.4 Given the role of government in the American economy,	the student will define the functions of government in the economy: regulating, budgeting, and spending; and the nature, functions, and policies of taxation	with at least 85 percent accuracy.	
B2.5 Given an understanding of the goals of the American economy,	the student will define growth and stability, employment trends, pricing, standard of living, and economic freedom	completely and accurately.	
B2.6 Given an assignment to describe the economic cycle,	the student will describe how each of the following influences the cycle: unemployment, recession, inflation, balance of trade, budget deficits, and the costs of defense	with at least five of the six accurately described.	

4.6

4.7

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TASK AREA: ENTREPRENEURSHIP-ECONOMICS. Students will demonstrate competency in the application of economic concepts by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
B2.7 Given an assignment to compare economic systems,	the student will compare the economic system of this country with that of another country	completely and accurately.	
B2.8 Given an assignment to compare the economic conditions in two states,	the student will describe the economy of his/her home state and compare it with that of any other state	completely and accurately.	
B2.9 Given an assignment to describe the role of government in our economy,	the student will explain three major sources of tax revenue and four major uses of those taxes that have influence upon the economy	with complete accuracy.	
B2.10 Given an assignment to describe the monetary system,	the student will explain and define the following: money supply, financial institutions, the Federal Reserve System, and monetary policy	accurately.	

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TASK AREA: ENTREPRENEURSHIP-ECONOMICS. Students will demonstrate competency in the application of economic concepts by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
B2.11 Given an assignment to explain the personal factors that can influence one's own economic capability,	the student will discuss each of the following: education, age, health, attitude, location, and motivation	to the satisfaction of the instructor.	
B2.12 Given an assignment to indicate the outside factors that can influence one's own economic capability,	the student will discuss each of the following: the level of taxation, availability of work, interest rate, poverty, wealth, technological development, family, and culture	to the satisfaction of the instructor.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

B3

TASK AREA: ENTREPRENEURSHIP-ESTABLISHING A BUSINESS. Students will demonstrate competency in the use of entrepreneurial concepts by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
B3.1 Given a definition of what a small business is,	the student will list benefits and costs of single proprietorship	completely and accurately.	
B3.2 Given the characteristics of sole proprietorship, partnerships, corporations, and franchises and the legal issues involved,	the student will analyze the advantages and disadvantages of each	with at least 80 percent accuracy.	
B3.3 Given the issues involved in obtaining initial capital and credit,	the student will be able to determine the financial needs of a firm, list sources of funding, apply for initial capital and credit, and describe procedures for establishing a line of credit	with at least 80 percent accuracy.	
B3.4 Given a thorough background in protecting assets,	the student will explain the process of identifying, avoiding, reducing, or transferring risks and will analyze the alternatives available to protect assets	with at least 80 percent accuracy.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: ENTREPRENEURSHIP-ESTABLISHING A BUSINESS. Students will demonstrate competency in the use of entrepreneurial concepts by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
B3.5 After reviewing aspects of developing a business plan,	the student will select a type of service or product business, conduct a market survey, determine business location, develop a financial preview, select physical facilities and equipment needs, and explain rationale for decisions	with logic and at least 80 percent accuracy.	
B3.6 Given the assignment to develop a business plan for the business the student would desire to start as an entrepreneur,	the student will estimate personal financial needs for the first three months of business, list the start-up costs, prepare a cash budget for the first 12 months of business, prepare a projected income statement for the first year, and prepare a balance sheet showing assets, liabilities, and capital prior to opening	to the satisfaction of the instructor.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: ENTREPRENEURSHIP-ESTABLISHING A BUSINESS. Students will demonstrate competency in the use of entrepreneurial concepts by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
B3.7 Given $75,000 to start a small business,	the student will develop a plan for fiscal responsibility and control in the area of cash receipts, cash payments, sales, and collections by listing the reasons why business records are important and by providing sample basic records (e.g., sales and cash receipts)	to the satisfaction of the instructor.	
B3.8 Given mandated regulations and taxation laws,	the student will list appropriate groups of state and federal regulations and laws which govern small business (e.g., labor laws) and be able to describe three specific regulations which impact on business owners	with 100 percent accuracy.	

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TASK AREA: ENTREPRENEURSHIP-ESTABLISHING A BUSINESS. Students will demonstrate competency in the use of entrepreneurial concepts by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
B3.9 Given past and current business practices for a specific type of business,	the student will analyze trends to determine the potential for success and reasons for failure, conduct one interview with a successful business owner to determine reasons why customers prefer his/her product or service, and prepare and submit a report to the instructor for evaluation	according to the guidelines of the instructor.	
B3.10 Given an understanding of small business,	the student will explain the economic contribution of small business to the American economy	completely and accurately.	
B3.11 Given a list of local businesses,	the student will select one business and identify how its charitable contributions and services to the community benefit the company and the community	completely and accurately.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

B4

TASK AREA: ENTREPRENEURSHIP-MANAGEMENT. Students will demonstrate competency in the application of management concepts by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
B4.1 After exposure to managerial concepts,	the student will define the role of management in American business	completely and accurately.	
B4.2 In learning more about entrepreneurship and small business,	the student will research and present the characteristics of and the qualifications for becoming an entrepreneur	with complete accuracy.	
B4.3 Given specific departmental operations (i.e., financial, personnel, administrative, production, distribution),	the student will explain each function	accurately.	
B4.4 Given the management functions (i.e., planning, organizing, directing, and controlling),	the student will explain each function	accurately.	
B4.5 After an introduction to the management process,	the student will list 10 characteristics of effective management	with at least eight listed correctly.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: ENTREPRENEURSHIP-MANAGEMENT. Students will demonstrate competency in the application of management concepts by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
B4.6 Given an understanding of the use of quality circles in participatory business management,	the student will select a specific area (i.e., production problem, innovative idea for new procedure or new product, excessive use of sick leave, labor/management relations) and use role-playing and quality circle techniques to develop a report for management	to the satisfaction of the instructor.	
B4.7 Following a thorough discussion of personnel policies,	the student will develop criteria for selecting, evaluating, promoting, and terminating employees	completely and accurately.	
B4.8 Following a discussion of the use of the computer in management,	the student will identify the major applications of the computer as a management tool	listing and defining at least five applications.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

B5

TASK AREA: ENTREPRENEURSHIP-MARKETING. Students will demonstrate competency in the application of marketing concepts by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
B5.1 Given a definition of marketing's role in the American economy,	the student will describe the basic types of markets and list the major marketing activities	with 100 percent accuracy.	
B5.2 Given an understanding of the importance of research and development to the organization,	the student will identify the steps in developing new products and the role of consumers in marketing and distribution strategies	with complete accuracy.	
B5.3 Given a definition and explanation of distribution strategies,	the student will explain the types of distribution channels and discuss factors to consider in balancing market needs with cost factors	with complete accuracy.	
B5.4 Given an understanding of pricing strategies,	the student will list at least five factors that influence pricing decision and explain the economic principles as they apply to pricing	with complete accuracy.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: ENTREPRENEURSHIP-MARKETING. Students will demonstrate competency in the application of marketing concepts by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
B5.5 Given a definition of economic pricing,	the student will distinguish between markup pricing, cost-plus pricing, and target-return pricing	with 100 percent accuracy.	
B5.6 Given an understanding of promotion,	the student will identify the factors included in the promotional and public relations mix	with 100 percent accuracy.	
B5.7 Given a background in marketing,	the student will define buying, selling, transportation, storage, finance, and communication	completely and accurately.	
B5.8 Given a background in retail operations,	the student will define merchandising, sales, promotion, store operations, finance and control, and personnel	completely and accurately.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

TASK AREA: ENTREPRENEURSHIP-MARKETING. Students will demonstrate competency in the application of marketing concepts by meeting the following standards.

CONDITION	PERFORMANCE	A SUGGESTED STANDARD	*MATERIALS, SUPPLIES EQUIPMENT EVALUATION
B5.9 Given a list of products or services to market,	the student will select one product or service for which he/she will develop a marketing plan which includes research and/or surveys to determine the population to target and two kinds of advertising media (i.e., publication, mass, direct, and in-store)	with a complete plan and rationale for selection.	

*Teachers should complete this section listing textbook lesson number, supplementary materials, and equipment.

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APPENDIX

SELECTED RESOURCES

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SENTENCES FOR CAPITALIZATION

(Note: For the sake of clarity of the illustrations, words that should be capitalized are shown with an underline.)

1. we invited president jill farmer.
2. las vegas is west of omaha.
3. she lives on the shore of lake michigan.
4. i will check with lois in the spring.
5. "tell me, doctor, is it serious?"
6. he signed the letter, "very truly yours."
7. peggy moved to the deep south.
8. japan is in the orient.
9. on tuesday the ship will blast off for mars.
10. laura left the bay area for germany.
11. she stayed at the hotel perez in denver.

SENTENCES FOR PUNCTUATION

(Note: For the sake of clarity of the illustrations, the punctuation has been included in these sample sentences.)

1. Yes, you may include my name on the list.
2. According to you, the plan will succeed.
3. He went to work, but he became very ill.
4. We will, therefore, make a fair profit.
5. Terry, a novice magician, entertained us all.
6. You may fish, swim, or lie in the sun.
7. He works for BCU, Inc., at this time.
8. John asked, "Could I go in your place?"
9. He was born on July 5, 1953, in Alaska.
10. She is from England, not Canada.
11. Maine, small though it may be, is my home.
12. I am sure, Mr. Teal, that you see the point.
13. She is a pleasant, skilled worker.
14. The Trenton, New Jersey, factory will be closed.
15. He is, you know, on vacation; and I think, at least I hope, he will return on Monday.
16. Your directions were not clear; I did the best I could to solve the problem.
17. We met with Bill Ewing, a teacher; June Mingo, a policewoman; and Tom Hodges, the acting mayor.
18. I will need these items: a hammer, some wire, and two small nails.
19. The candidates are as follows: Jim Kingman, Ruth Lassiter, Carl Posser, and Kim Ruig.
20. Please send me the following items by return mail: a copy of the receipt for your lodging, a copy of your airline ticket, and a copy of your receipt for parking at the air terminal.

SPELLING LIST "A" (High Frequency Business Words)

1-50	51-100	101-150	151-200
THE	ONE	MAKE	EMPLOYEE
OF	THEY	FIRST	FORM
TO	THEIR	SCHOOL	SALES
AND	NO	PER	MOST
IN	WORK	ENCLOSED	INTO
A	SUCH	AFTER	ATTACHED
FOR	COMPANY	ITS	POSSIBLE
BE	HE	COMMITTEE	WITHIN
IS	INFORMATION	TOTAL	PERIOD
THAT	OFFICE	REVIEW	DEVELOPMENT
ON	EACH	STATE	PART
YOU	SOME	BEING	OVER
THIS	US	VERY	UPON
WILL	BUT	HOWEVER	BECAUSE
WE	MORE	PROJECT	SINCE
WITH	SERVICE	USED	NECESSARY
AS	SYSTEM	THEM	RECEIVED
ARE	DO	COPY	BOTH
HAVE	MEETING	YEARS	PRESENT
BY	MADE	BOARD	STAFF
YOUR	ME	CALL	SAME
OR	SHALL	BUSINESS	CONTRACT
AT	UP	CITY	FUTURE
I	DEPARTMENT	REQUIRED	MONTH
OUR	WHEN	INTEREST	SECTION
IT	THAN	NOW	PEOPLE
NOT	HIS	PERSONNEL	CURRENT
FROM	ORDER	AMOUNT	LAST
AN	USE	KNOW	DUE
WAS	WHO	ABOVE	MANY
WOULD	NUMBER	COULD	FURTHER
ALL	SO	EQUIPMENT	CORPORATION
IF	COST	POLICY	RATE
WHICH	DURING	WHAT	BEFORE
HAS	FOLLOWING	PROVIDE	THEN
ANY	OUT	QUESTIONS	LINE
SHOULD	ONLY	AVAILABLE	DAYS
TIME	DATE	NEED	PROVIDED
BEEN	HAD	INSURANCE	SEE
PLEASE	UNDER	AM	GROUP
THESE	REPORT	ADDITIONAL	SPECIAL
PROGRAM	AREA	DAY	WAY
CAN	LETTER	WELL	AGREEMENT
OTHER	PLAN	GENERAL	GOOD
YEAR	ABOUT	THOSE	NEXT
MAY	THROUGH	LIKE	CONTACT
WERE	MUST	REQUEST	JOB
NEW	EMPLOYEES	CONTROL	THANK
ALSO	MY	DATA	CENTER
THERE	SERVICES	MANAGEMENT	BETWEEN

SPELLING LIST "A" Continued

201-250	251-300	301-350	351-400
COSTS	REQUIREMENTS	RIGHT	PRESIDENT
STUDENTS	TAX	COMMUNITY	DECISION
PROBLEMS	APPROVAL	LONG	JUST
WEEK	DIRECTORS	CONCERNING	PRODUCT
COMPLETED	SAID	FIND	CONSTRUCTION
RETURN	STUDENT	LOAN	SECOND
WHERE	WORKING	STUDY	SYSTEMS
EDUCATION	WITHOUT	WATER	TELEPHONE
FEEL	CHANGE	AIR	BELIEVE
PRIOR	SET	LEVEL	BUDGET
PROPERTY	BASED	RECORDS	LOCAL
REGARDING	UNIT	APPROXIMATELY	AUDIT
HELP	AGAIN	BENEFITS	NAME
HER	HOPE	COMMISSION	ASSISTANCE
PLANT	MUCH	HOURS	FINAL
PROGRAMS	SCHEDULE	LEAVE	HEALTH
INCLUDE	MAJOR	CONTINUE	THEREFORE
MATERIAL	PAYMENT	LIFE	ANOTHER
FULL	DIVISION	TERM	LOOK
BUILDING	SUPPORT	CREDIT	MEDICAL
BASIS	TRAINING	PROPOSAL	WRITTEN
COMPLETE	APPROPRIATE	PROCESS	DONE
GIVEN	GET	BACK	MEETINGS
TAKE	SHE	INCLUDING	PAGE
SEVERAL	UNTIL	REQUESTED	ACCOUNTS
ACTION	GIVEN	WHILE	MATTER
AREAS	MEMBERS	ANNUAL	BALANCE
CHANGES	APPROVED	PLANS	HIM
PROCEDURES	HELD	ADDITION	NOTICE
ITEMS	PRODUCTS	ACTIVITIES	WANT
NOTE	INCLUDED	LET	BANK
CASE	PAID	ITEM	HERE
DOES	COURSE	RECEIVE	REQUIRE
COUNTY	END	EMPLOYMENT	STOCK
HOW	PROPOSED	MATERIALS	DESIGN
INCREASE	ROOM	OFF	DIRECTOR
PAY	PURCHASE	MANAGER	TYPE
PROBLEM	EFFECTIVE	PAST	USING
PUBLIC	LIST	QUALITY	RESULTS
FINANCIAL	PERCENT	IMPORTANT	ABLE
MONTHS	MEET	MARKET	INDICATED
ACCOUNT	PLANNING	MIGHT	RECORD
HIGH	DID	STATEMENT	FACULTY
NEEDS	LAW	COPIES	ASSOCIATION
SUBJECT	POSITION	SOON	CHARGE
CHECK	APPRECIATE	BEST	EVERY
FORWARD	PLACE	INDIVIDUAL	FILE
OPPORTUNITY	HOME	PROCESSING	OPERATION
APPLICATION	PERSONAL	REPORTS	STILL
PRICE	PRODUCTION	ENERGY	ENGINEERING

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SPELLING LIST "A" Continued

401-430	431-460	461-490	491-500
PERFORMANCE	DISCUSS	EXPENSE	PAYABLE
EXISTING	SAVINGS	TEST	VISIT
FUNDS	EITHER	THINK	FORMS
OUTSIDE	HAVING	EXPERIENCE	HOSPITAL
PREMIUM	CONDITIONS	MONTHLY	POLICIES
TAKEN	RESPONSIBILITY	VALUE	SHOW
COLLEGE	UNIVERSITY	SECURITY	CUSTOMERS
COVERAGE	SUBMITTED	UNITS	EVEN
WEEKS	VARIOUS	WHETHER	OFFER
LESS	EVENT	ACCOUNTING	STATUS
MAINTENANCE	GAS	NEEDED	
MOTION	TERMS	SAFETY	
PERSON	WISH	ACT	
FREE	ALTHOUGH	CONSIDERED	
RESULT	RESEARCH	LEAST	
ASKED	FEDERAL	OPERATING	
FIELD	INVOLVED	SURE	
PURPOSE	ORGANIZATION	COME	
INCOME	SENT	RELATED	
OPERATIONS	KEEP	INVENTORY	
QUESTION	CURRENTLY	SEND	
DISCUSSED	POWER	BELOW	
BETTER	PROCEDURE	CANNOT	
SCHEDULED	RATE	INTERESTED	
SPECIFIC	RECENT	MEMBER	
INCORPORATED	SITE	POINT	
COUNCIL	DISTRICT	LOCATION	
FACT	ORDERS	RESPONSE	
NATIONAL	CARE	ATTEND	
DOWN	COMPUTER	DETERMINE	

Ober, Scott, The Word Frequency of Written Business Communications, Research Proj. 81-902111-03 Arizona Department of Education, 1981. This list of words represents the first 500 words of the 15,522 different words found in an analysis of 2,504 business letters, memorandums, reports, and other documents that contained 604,496 words in all. The objective of the study was to find the highest frequency words used in business documents. The highest frequency word was the word "the," used 40,400 times. Study the following table for other information on this word study research project.

Word Group (by frequency of occurrence)		Total Frequency	Cumulative Percent
First	10 words	154,248	25%
First	25 words	221,521	36
First	50 words	264,839	44
First	100 words	303,163	50
First	500 words	418,829	69
First	1,000 words	476,148	78
First	1,500 words	508,216	84
First	5,000 words	580,140	96
First	10,000 words	600,160	99
First	15,000 words	605,974	100
TOTAL	15,522 words	606,496	100

Thus, based on this research project, students who learn to spell perfectly the first 100 words in Spelling List "A" will be able to spell a full 50 percent of all words found in typical business documents--and, these are easy words! Mastery of the first 500 words would result in correct spelling of 69 percent of the words found in these documents. At 20 words per day, assigned for study with a test the following day, it would take 25 days to cover the words in Spelling List "A."

SPELLING LIST "B" (Frequently Misspelled Business Words)

1-50	51-100	101-150	151-200
PERSONNEL	INFORMATION	COMPLETE	THEREFORE
ITS	PROCEDURES	MEMBERS	SUPERVISOR
THEIR	RECEIVE	DEVELOPMENT	UNIVERSITY
COMMITTEE	EDUCATION	MEDICAL	ADVISE
EMPLOYEES	FINANCIAL	PERMANENT	RECOMMENDATION
SYSTEM	PRODUCTION	HOWEVER	EFFECTIVE
WHICH	IMPORTANT	ELECTRICAL	AUTHORIZED
SERVICES	CUSTOMER	REPRESENTATIVE	ADEQUATE
OPPORTUNITY	PROPERTY	WHILE	FORWARD
RECEIVED	ACCOUNT	ORGANIZATION	BASED
APPROPRIATE	DIVISION	NEXT	ENTRY
INTEREST	ACTIVITIES	EXPENSE	DISTRICT
THOROUGH	ADDITIONAL	AREAS	INCREASED
NECESSARY	FACULTY	CHANGES	CURRENT
EMPLOYEE	WHETHER	ADDRESS	MEANS
APPROXIMATELY	SUBJECT	COURSES	REGARDING
FURTHER	EQUIPMENT	PERFORMANCE	INCLUDED
GENERAL	RECEIVING	AMOUNT	ASSISTANCE
THERE	COMPLETED	REVIEW	COMPLIANCE
PRIOR	PLEASE	ACCOUNTING	INITIAL
THAN	DECISION	RETURN	LIMITED
MATERIAL	ESTABLISHED	PERSONAL	OPERATING
AVAILABLE	SECTION	COUNCIL	OPERATION
REQUIRED	INSTALLATION	PROJECT	CORPORATION
DURING	POLICY	ALREADY	SUFFICIENT
FIRST	POSSIBLE	ELIGIBLE	TOGETHER
SCHEDULE	AREA	EITHER	PREPARED
INSURANCE	CONTROL	SUCCESSFUL	INCORPORATED
APPRECIATE	PAID	SECURITY	RECOMMEND
BENEFITS	OTHER	ARRANGEMENTS	APPRECIATED
AUDIT	PREMIUM	MAXIMUM	WRITING
PER	REQUIREMENTS	REQUEST	BENEFIT
BUSINESS	SCHEDULED	PROFESSIONAL	DIRECTORS
OFFICE	RECEIPT	SEPARATE	DISABILITY
PROVIDED	INTERNATIONAL	MINIMUM	ANALYSIS
COMMISSION	INDUSTRIAL	REFERENCE	LEASE
PRESENT	SERVICE	DISCUSS	CORRESPONDENCE
OUR	ABSENCE	PAY	PROBABLY
BASIS	MORTGAGE	DISCUSSED	PROJECTS
QUESTIONS	PROPOSAL	FIELD	ASSOCIATION
CONTRACT	APPROVAL	PURPOSE	PARTICIPATION
MAINTENANCE	SUPPORT	SITE	COMMITMENT
FOLLOWING	RECOMMENDATIONS	IMPLEMENTATION	TECHNICAL
MANAGEMENT	FACILITIES	LIBRARY	BEFORE
CORPORATE	BALANCE	USING	ANNUAL
WITH	CURRENTLY	REASON	FOLLOWS
POSITION	BECAUSE	FACILITY	ATTENTION
ADDITION	PROCEDURE	DETERMINE	ISSUE
WELL	UPON	ENCLOSED	CANNOT
IMMEDIATELY	EXPERIENCE	RECENT	LOCATION

SPELLING LIST "B" Continued

201-250	251-300	301-350	351-400
VALVE	POSSIBILITY	RESOLUTION	STATION
OFFICER	ADMINISTRATIVE	WEEKS	ESTABLISH
PROPOSED	INDUSTRY	PREPARATION	SURVEY
SIMILAR	STUDENTS	PURPOSES	QUARTER
EXPENSES	TRANSPORTATION	REFERRED	CONDITIONS
PAST	EMPLOYEE'S	COMMUNICATION	COMPANIES
COULD	SHOW	MONTHS	MODIFICATIONS
QUALITY	DEVELOP	PROVIDE	AMOUNTS
PROVISIONS	CATEGORIES	ENVIRONMENTAL	CLIENTS
YOUR	SUMMARY	SPECIFICATIONS	SPECIFIED
JUDGMENT	TOWARD	ORIGINAL	QUESTIONNAIRE
ACADEMIC	NAYS	PRINCIPAL	CERTAINLY
FISCAL	OPERATIONS	SYSTEMS	EXCEPT
COOPERATION	HEALTH	CLIENT	PERTINENT
PREVIOUSLY	INDIVIDUAL	VARIOUS	CAPITAL
INDICATED	HOURS	CONCERN	GROWTH
FAMILY	CONSIDERED	CONTRACTOR	RESPONSIBLE
UNTIL	OFFERED	EXCELLENT	STUDIES
PATIENT	EXPENDITURES	ESTIMATED	APPLICATIONS
FOREIGN	CONTINUE	ASSET	PREVIOUS
CONSTRUCTION	ESTATE	PARTICIPATE	AGREEMENT
ESPECIALLY	VENDOR	MENTIONED	BROCHURE
SECRETARY	REGULAR	UTILIZED	ABILITY
MANUFACTURING	WRITTEN	NOTIFY	LOAN
ASSESSMENT	ENGINEERING	CAMPUS	CLAIMANTS
CONTINUING	TOTAL	TECHNIQUES	LIABILITY
MONITORING	BEGINNING	VALUE	PHASE
ACCORDANCE	INTERNAL	LABOR	GENERALLY
PRODUCTS	COURSE	RESPONSIBILITY	CURRICULUM
PRESENTLY	PURSUANT	POTENTIAL	SEWER
POLICIES	PRESIDENT	COVERAGE	CONSUMER
IMPLEMENTED	UNION	SCHEDULES	TREASURER'S
EXECUTIVE	ENCLOSING	SUBSTANTIAL	COORDINATOR
DISTRIBUTION	SITUATION	ORDINANCE	ATTACHED
SPECIFIC	FUNCTION	TERMINATION	ORIENTATION
CARRIED	INCLUDING	ASSOCIATED	SIGNED
EXTENSION	PAYABLE	ADMINISTRATION	INSTITUTION
REQUESTED	SUGGESTED	MATERIALS	COUNSELING
RECOMMENDED	PARTICIPANTS	CAPABILITIES	ENROLLMENT
ACCESS	PROVIDING	CRITERIA	REASONABLE
ALTERNATIVE	ENTITLED	ALLOWED	ENTERED
CLOSING	WITHOUT	EMPHASIS	SUBSEQUENT
PROGRAMS	ACCOMMODATE	DISCUSSION	PARTICULARLY
CAPACITY	VICE	CLAIMANT	SOME
BUDGET	PARAGRAPH	OUT	COMMUNICATIONS
THESE	STANDARD	SCHEDULING	INDICATES
CALENDAR	MEETINGS	REQUIREMENT	COMMITTEES
OBJECTIVES	DIFFERENT	ACQUISITION	EDITION
ISSUED	ORDERS	INSTRUCTIONS	MEETING
REGISTRATION	PRACTICE	COUNSEL	MAJOR

SPELLING LIST "B" Continued

401-430	431-460	461-490	491-500
JUVENILE	VERSUS	HOSPITAL	ASSURE
SUGGESTIONS	BROUGHT	AGENCIES	CHARGE
LABORATORY	ASSESSED	CONSISTENT	CONTRACTORS
ACHIEVE	ASSIGNED	CERTIFICATE	PLAN
AVERAGE	VOLUME	DESIGNED	PARTIAL
POINT	APPLICABLE	OPINION	PARTICULAR
CONSIDER	AUTHORIZATION	RECEIPTS	APPOINTMENT
COMPETITIVE	WOULD	ATTORNEY	DELIVERY
GUARANTEE	QUANTITY	CONVENIENCE	INVENTORIES
EVALUATE	SUBSTANTIALLY	PURCHASE	NUMBER
COMPENSATION	ADVISORY	SPECIFICALLY	
EXCESS	CHARGE	EXISTS	
INSTITUTIONS	SALES	ESTIMATE	
UTILIZATION	REVIEWED	VARIETY	
FILED	CONTINUOUS	ACHIEVEMENT	
CONGRATULATIONS	TEMPORARY	PERCENTAGE	
THROUGHOUT	EVALUATION	PROCESSING	
REQUIRE	COMPLAINT	EXAMPLE	
SIGNIFICANT	RETIREMENT	COST	
PORTION	ROLE	PHYSICAL	
EFFICIENT	CATEGORY	HUMAN	
PREMISES	TECHNOLOGY	DIRECTLY	
SHALL	DAYS	SUBMITTED	
CUSTOMERS	RESPECT	ORDER	
STATUS	HANDICAPPED	PRELIMINARY	
CONSULTANT	SECRETARIES	SEMINAR	
EXTREMELY	EXHIBIT	AYES	
DOCUMENT	COMPANY'S	APPLICANTS	
CONCERNING	PERSONALLY	SPECIAL	
CONFERENCE	ESSENTIAL	STOCKHOLDERS	

Ober, Scott, The Spelling Problems of High School Business Students, Delta Pi Epsilon Research Foundation, 1983. This list of words is the result of a spelling test given to a nationwide sampling of 11,000 high school business students. The test was based on 15,522 different words identified in an earlier business vocabulary study. Between 51 and 100 students from at least two different high schools took each test. The percentage of misspelling of each word was multiplied by the word's frequency of occurrence in typical business writing in order to determine each word's expected frequency of misspelling in typical business writing. The list gives the words in rank order. The first word on the list, the most frequently misspelled word, is "personnel." It was misspelled by 71.4 percent of the students.

This We Believe About The Role Of Business Education In The Teaching Of Basic Skills To Meet Graduation Requirements

Education in the basic skills of reading, writing, and computation is essential for individuals to function effectively in our competitive, democratic society. Application of these basic skills to life situations enhances effective consumership, economic survival, and quality of life. These basic skills are the foundation of economic, vocational, and academic proficiency.

A national concern is that schools must do a more effective job in teaching reading, writing, and computation. Many school districts and states have recently established minimum high school graduation requirements relative to basic skills. All disciplines share responsibility to improve the teaching of these skills. Business education has both an opportunity and an obligation to continue to support the development of these competencies.

General education objectives including these basic skills are an important and integral part of the business curriculum. Business educators are uniquely positioned to contribute to the teaching and application of basic skills.

We Believe That Business Educators Should

1. Emphasize commitment to the three primary goals of business education: vocational, economic, and personal-use proficiencies.
2. Communicate to school administrators, other teachers, potential and current students, the home, and the community business education's continuing contribution to the development of basic skills.
3. Prepare matrices showing the business courses and programs in which these basic skills required for high school graduation are taught.
4. Utilize methods, materials, and systems of basic skills instruction in preservice and in-service programs.
5. Emphasize improved basic skills instruction by such means as professional literature and conferences.
6. Focus attention on basic skills development in student organizations.
7. Promote integrated interdisciplinary instruction in basic skills.
8. Evaluate instructional materials in relation to basic skills and provide feedback to producers.

Further, We Believe That Business Educators Should

1. Teach both basic skills theory and application.
2. Articulate basic skills instruction within business education at secondary and postsecondary levels.
3. Develop educational materials needed for basic skills instruction.

In Addition, We Believe That Business Educators Should

1. Assess business students to determine levels of competency in the basic skills required for graduation.
2. Encourage students to attain basic skills competencies through increased awareness of the importance of such skills in school, business and personal life.
3. Communicate to potential business education students the importance of possessing basic skills competencies.
4. Include in student recruitment attention to the fact that business courses and programs include instruction in basic skills.

We Believe That Business Education Courses And Programs, Because Of Their Unique Purposes, Content, And Design, Make Significant Contributions Toward Student Mastery Of Basic Skills And Their Application To Life Situations.

This We Believe About Word Processing

Technological advancements continue to contribute to environmental changes in the office. These advancements result in more efficient methods of processing information, making it more cost-effective, complete, accurate, readily available, and useful. The efficient processing of information contributes to increased productivity in American business and industry. Word processing is a component of information processing.

According to the American National Standards Institute, word processing is the "transformation of ideas and information into a readable form of communication through the management of procedures, equipment, and personnel." The procedural flow of word processing includes origination, production, storage, retrieval, reproduction, and/or distribution.

Curriculum

Word processing instruction is necessary in the business education curriculum. **We believe word processing concepts and applications should be integrated into existing business education courses. In addition, we believe that an introductory course(s) or a progressive series of courses should be offered to provide for occupational preparation.**

In the task of budgeting for equipment, it is imperative that business education keep pace with the technology being used in business. **Therefore, we believe that it is essential to have up-to-date word processing equipment so that students may acquire employable skills.**

Levels of Instruction

Although certain components of information processing instruction are necessary regardless of the level of instruction, emphasis given to particular components will depend upon the educational level and philosophy of the institution.

Secondary-level instruction should include an introduction to work flow processes and procedural word processing concepts. Also, the effects of word processing upon offices, jobs, and skills should be included. Emphasis should be on business communication skills, specialized equipment operations, and interpersonal relationships.

Two-year college and other postsecondary vocational instruction should include not only those areas taught at the secondary level but also the introduction to and application of advanced word processing applications. Supervisory skills and application of management techniques should be emphasized in postsecondary instruction.

Four-year college and university-level instruction should include and build upon all the areas previously referred to and should emphasize management systems design and analysis. Students should be made aware of expanded career opportunities related to word processing.

At the continuing education level of instruction, emphasis should be on those areas which meet the needs of the community for training, upgrading, retraining, and/or enrichment.

Business Teacher Education

We believe business teacher education programs must provide preservice and in-service education in word processing. The preservice and in-service business teacher should be able to:

1. Understand and apply the concepts of word processing as they relate to information management.
2. Evaluate, select, and justify word processing hardware/software.
3. Demonstrate proficiency in operating word processing equipment.
4. Modify instructional programs based on continuous research and evaluation.

We believe that all students must have an opportunity to acquire an understanding of and competency in word processing technology.

This We Believe About Business Data Processing

The efficient processing of information contributes to increased productivity in the office. Computers and other electronic units are changing the office rapidly. Because of these changes, it is imperative that all business students have a fundamental knowledge of computer technology and data base concepts. Data processing is a component of information processing that contributes to the task of handling the computational and comparative functions of business for decision making.

Business data processing functions include arranging, filing, sorting, adding, subtracting, recording, and storing alphanumeric data for future use. Data are defined as facts and figures.

Students who acquire business data processing competencies utilizing the computer can increase their employment potential. Data processing or computer-related careers are in the areas of data conversion and entry, data processing operations, systems analysis, programming, systems maintenance, marketing of computers and computer-related services, and data processing management.

Curriculum

Because we believe that data processing instruction is necessary to the business education curriculum, we believe that data processing concepts and applications should be integrated into the existing business education courses. In addition, we believe that a progressive series of courses should be offered to provide for occupational preparation. A teacher planning team and advisory committee should be utilized when selecting equipment and when establishing the instructional program.

Sequence of Instruction

The prerequisites to a business data processing sequence of instruction are computer literacy, basic computational, communication, and keyboarding skills. Whether data processing is designed as a full curriculum or offered as an independent course, the suggested sequence of instruction is:

1. Introduction to office systems and the role of data processing in the flow of information,
2. Basic and advanced data processing machine operation skills, and
3. Supervision and management of operations and/or systems.

Instructional Objectives

Business data processing personnel should:

1. Know the basic functions, procedures, and work flow involved in the office,
2. Demonstrate equipment-related skills including keyboarding and data entry,
3. Apply data base management concepts,
4. Utilize hardware and software for business applications,
5. Demonstrate supervisory management skills,
6. Demonstrate interpersonal skills, and
7. Understand the careers existing within business data processing.

Levels of Instruction

Certain components of business data processing instruction are necessary regardless of the level of instruction. Emphasis given in particular areas will depend upon the educational level and philosophy of the institution and the occupational objectives of the students.

Secondary-level instruction should include an introduction to work flow processes and procedures, data processing concepts, and their effects on offices, jobs, and skills. Emphasis should be on data entry, business applications, equipment operations, programming, and operation of computer systems, as well as interpersonal relationships. Students should be made aware of expanded career opportunities related to data processing.

Two-year college and other postsecondary vocational instruction should include or build upon those areas taught at the secondary level and also include the introduction to and application of advanced data processing skills in equipment and computer operations, systems analysis and design, and programming. The development of supervisory skills should also be included at the postsecondary level.

Four-year college and university-level instruction should include all the areas previously referred to and should emphasize management information systems design and analysis. At the continuing education level of instruction, emphasis should be on those areas which meet the needs of the community for training, upgrading, retraining, and/or enrichment.

Business Teacher Education

We believe that business teacher education must provide preservice and in-service education in business data processing. The preservice and in-service business teacher should be able to:

1. Demonstrate proficiency in the operation of electronic data processing equipment and understand how computers process data.
2. Apply data processing concepts as they relate to information management.
3. Evaluate data processing hardware and software.
4. Apply the concepts of data processing as they relate to office procedures, accounting principles, and business management.
5. Modify instructional programs based on continuous research and evaluation.

The business data processing teacher should be able to understand and apply advanced data processing concepts. **We believe that all students must have an opportunity to acquire an understanding of and competency in business data processing technology.**

This We Believe About Personal Finance

We Believe That Business Education Plays An Important Role In Consumer Economics And Economic Education.

One of its important contributions is providing instruction in the area of personal finance—that is, teaching people how to manage their financial resources effectively.

Business education contributes to personal finance through courses offered at several levels of education. At the high school level, personal finance is addressed in general business, consumer education, consumer economics, applied economics, recordkeeping, business/consumer mathematics, and cooperative education related classes. At the postsecondary, collegiate, and adult levels, instruction is provided through courses in personal finance, money management, or consumer economics as well as through specialized short-term courses, such as estate planning and investment opportunities.

The economic fact of scarcity increasingly demands that individuals become wise managers of their financial resources. In addition, the many changes, taking place in financial institutions and related investment markets challenge those who wish to maximize the benefits which they can receive.

The study of personal finance and money management is more than just developing spending and savings plans. It involves analyzing one's own values and goals in relation to the characteristics of various spending and savings options. This includes looking at the trade-offs of short-run objectives, which many provide instant short-lived gratification, against long-run objectives where the gratification is not only delayed but also generated over a longer period of time. Personal finance and money management is a positive activity, which assists individuals in gaining optimal satisfaction from existing resources. Skills and knowledges developed relative to personal finance are inherent in the basic life competencies needed for all people.

We Believe That Instructional Program Business Educators Are Uniquely Qualified To Provide Relevant Experiences And Substantive Teaching In Personal Finance. Business educators, with their backgrounds in business and economics, provide a practical focus on issues and content that should be part of personal finance teaching. In particular, business educators are especially well prepared to deal with such areas as taxation, insurance, investments, law, and financial planning.

Instruction in personal finance should include generic elements which are common to all of the specific topical elements. **We Believe That The Following Should Be Included In The Personal Finance Instructional Program:**

Generic Elements

1. The role and importance of personal financial planning in our market-oriented economy;
2. The interrelationships among the individual's various roles—namely, consumer, worker, and citizen—and how they affect personal financial decisions;
3. The analysis of one's values and goals and their influence on personal financial decisions including how values and goals change during one's life cycle;
4. The use of the decision-making process in dealing with personal financial problems and issues;
5. The application of measurement and computational skills needed to make personal financial decisions;
6. The impact of federal and state legislation on financial markets and institutions; and
7. A world economic perspective in understanding and dealing with personal financial issues.

Specific Topical Elements

1. The interrelationships among education and training, occupation, income, and lifestyle;
2. The use of money management strategies considering income, expenses, values, goals, and wants;
3. The development of sound buying practices and procedures for both routine and major purchases of goods and services;
4. The roles and effects of various types of taxes and tax policies on personal financial decisions;
5. The roles, types, and costs of credit in our economy along with the rights and responsibilities of debtors and creditors in credit transactions;
6. The roles and types of savings and investment plans in our economy with an emphasis on how to compare options according to safety, liquidity, growth potential, and return;
7. The roles, types, costs, procedures, rights, and responsibilities of owning or renting shelter in our economy;
8. The roles, types, costs, and benefits of life, health, property, and other insurance;
9. The roles of organizations and agencies which provide personal financial assistance including credit and investment counseling;
10. The roles of public or private agencies and programs which help provide personal financial security such as social security and retirement planning.

We Further Believe That Electronic Media, Including Electronic Funds Transfer (EFT), And Futuristic Dimensions Of Computer Technology Will Have a Continuing Impact On The Consumer And The Operation Of Financial Markets. The need for sound personal finance during all stages of the life cycle, including retirement years, is further underscored by changing economic conditions which impact individuals and families.

Preservice and in-service programs which prepare business educators must include an appropriate emphasis in this area of instruction. Opportunities must be provided for business educators to keep their knowledge and skills in personal finance up to date.

Finally, We Believe That Teaching Personal Finance Must Be Done—And Done Well—At All Levels Of Instruction And That Business Educators Must Increase Their Leadership Roles In This Important Area Of Education.

This We Believe About Computer Literacy

High-quality, affordable computers affect information processing tasks at home, school, and work. It is imperative, therefore, that all students be computer literate.

We Believe That a Computer Literate Person Should Be Able To:

- Understand the computer's capabilities and limitations
- Demonstrate a fundamental knowledge of computers and their effects on society
- Communicate with others using computer vocabulary
- Operate the computer effectively
- Access information in the computer
- Input information with speed and accuracy using keyboarding skills
- Use the computer as a tool for solving problems.

We Believe That Computer Literacy Is Attained In Three Progressive Levels Of Instruction:

1. **Awareness Level**
   At the awareness level of computer literacy, students develop a computer vocabulary and become aware of the computer, its development, and its effects on society, including its capabilities and limitations.

2. **Operations Level**
   At the operations level, students work on the computer with developed software programs. The complexity of these computer applications depends upon each student's educational level and learning objectives. Keyboarding skill should be developed prior to student's use of the microcomputer at the operations level.

3. **Advanced Level**
   At the advanced level, students study more complex computer applications. It is at this level that the students should use the computer as a tool for solving problems.

Computer Literacy In Business Education

In addition to the computer literacy requirements for all students, **We Believe That Business Students Should Know How the Use of Computers Can Improve Decision Making In Business.** Business students should demonstrate the ability to use the computer as a tool in performing such information processing applications as accounting, word processing, data processing, and records management.

Implementing Computer Literacy Programs

We Believe That all administrators and educators within an educational agency should be made aware of the role and special qualifications of business educators in providing computer literacy instruction for all students.

We Believe That keyboarding should be required of *all* students and that business educators should develop these courses at all levels.

We Believe That local educational agencies should develop a policy for the use of computers. Business educators should be involved in planning, purchasing, and evaluating computer hardware and software used for instruction.

We Believe That educational agencies should provide in-service training to develop computer-literate teachers.

We Believe That business teacher educators should take a leadership role in providing preservice and in-service training in computer literacy.

We Believe That Business Educators Must continuously assess computer literacy programs as technology advances and users become more knowledgeable.

We Believe That Business Educators Should Be The Prime Deliverers Of Computer Literacy Coures To *All* Students.

This We Believe About Keyboarding

The dramatic increase in the use of computers affects our personal and professional lives. The keyboard is and will continue to be the most widely used input device in communicating with computers. Whether an executive uses a keyboard as a means of communication or a student interacts with a computer for drill and practice, the skill of keyboarding shortens input time and increases productivity.

Keyboarding is defined as the act of placing information into various types of equipment through the use of a typewriter-like keyboard. *Typewriting and keyboarding are NOT synonymous.* The focus of a keyboarding course is on input rather than output.

Students

We Believe That Keyboarding Should Be Required Of All Students. With the rapid expansion of computer usage, primarily microcomputers, educational institutions should require that all students develop keyboarding skills. Keyboarding skills will allow students to interface more efficiently with microcomputers in educational, personal, and/or future employment settings. The keyboard, as used on typewriters, word processors, microcomputers, and computer terminals, serves as the primary device for inputting information (words, numbers, and symbols) into electronic information processing systems (word processors, computers, or integrated systems). Students should develop keyboarding skills just prior to the time they will apply the skill. Therefore, it is critical that keyboarding instruction be provided over a wide range of grade levels.

Curriculum

We Believe That Keyboarding Curriculum Should Be Developed To Reflect Appropriate Instructional Objectives And Contents. Instructional material should provide ample practice on alphabetic and numeric characters, symbols, and control and function keys. Copy should be similar to the material which students will input after developing their keyboarding skill.

Instructional Objectives

We Believe That After Successfully Completing 25 to 45 Hours Of Instruction In Keyboarding, Students Should Be Able To:

- Demonstrate the correct "touch" method for operating alphanumeric keys
- Demonstrate the correct "touch" method for operating a ten-key numerical pad
- Demonstrate a straight-copy speed of 25 to 40 words per minute (2.5 to 4 lines per minute) on 1-and 2-minute timed input exercises. Errors should be unacceptable since electronic corrections are part of the "touch" method on an electronic keyboard. (This objective assumes that keyboarding will be taught on an electronic keyboard and the speed expectations are dependent upon the grade level and the number of hours of instruction.)
- Demonstrate the ability to work from straight-copy and rough-draft material
- Demonstrate the ability to proofread both alphabetic and numeric data
- Demonstrate the ability to follow oral and written directions
- Demonstrate the ability to compose at the keyboard.

Levels Of Instruction

Elementary schools should focus on the development of the "touch" method of inputting on an electronic keyboard. This can be accomplished by combining the business educator's competence in keyboarding and knowledge of psychomotor skill development with the elementary teacher's knowledge of the learning patterns of this age student.

Middle/junior high schools should focus on the development of the "touch" method with the addition of formatting skills. An introduction to business applications will provide a realistic reinforcement of the need for a personal and occupational skill of keyboarding. This course can also serve a guidance function as an introduction to the business education program at the secondary level.

Secondary schools should require keyboarding skills for graduation. For students entering high school who have not acquired these skills, a keyboarding course should be provided. The same objectives from the elementary and middle/junior high school courses would apply with greater emphasis given to personal and business applications.

Postsecondary institutions, including colleges and universities, and continuing education programs should utilize the secondary level objectives with instructional material appropriate for postsecondary school students. Instructional material should be relevant to the area of concentration of each student.

Responsibilities

We Believe That Business Educators Should Promote And Assist In The Teaching Of Keyboarding At All Levels Of Instruction.

We Believe That Business Educators Should Equip Their Keyboarding Classrooms With Microcomputers.

Business Education Teachers

Business education teachers have the responsibility of:

- Promoting keyboarding courses in their institutions
- Communicating to students, teachers, counselors, administrators, parents, legislators, and businesspersons the need for this course
- Developing curriculum consistent with the identified objectives
- Providing instruction for this course
- Working cooperatively with elementary teachers to provide keyboarding instruction at the elementary school level.

Business Teacher Educators

Business teacher educators have the responsibility of:

- Providing keyboarding instruction to *all* students at their institutions.
- Assisting in development of curriculum
- Assisting in evaluation of hardware and software appropriate for keyboarding instruction
- Providing keyboarding instruction to all students at their institutions.

Business Education Supervisors

Business education supervisors at state and local levels have the responsibility of focusing upon the broad issues associated with keyboarding by:

- Recommending and approving the acquisition of microcomputers
- Assisting in development of curriculums
- Expanding certification to include keyboarding instruction at the elementary school level
- Promoting keyboarding to administrators
- Providing in-service for teachers.

We Believe That All Business Educators Should Work To Insure Business Education's Role In Keyboarding Instruction.

This We Believe About The Teaching Of Business Communication

Employers are demanding higher levels of skill in business communication because every function in the business world depends upon effective communication. While many variations exist in definitions of business communication, the following serves as the premise for this statement: **Business Communication Is The Interchange Of Verbal And Nonverbal Information Within The Business Environment.**

Students need a solid educational foundation in the total communication process to function effectively in their professional and personal lives. This foundation can be achieved through separate business communication courses and/or units in other business courses.

We Believe That the best way of achieving this foundation is to offer separate business communication courses taught by business teachers. In additional to separate courses, business communication instruction should be integrated throughout the business curriculum.

Curriculum

We Believe That instruction should address the development of skills in all phases of business communication including writing, listening, speaking, reading, and interpreting nonverbal cues.

We Believe That content areas at the introductory level of instruction in business communication should include:

- Communication theory
- Basic language skills, such as grammar, spelling, and punctuation
- Reading comprehension
- Written communication, such as letters, memorandums, reports, resumes, and minutes
- Oral communication, such as telephone, dictation, and conference techniques
- Interpersonal communication, such as listening, interviewing, and interpreting nonverbal cues
- Problem solving and decision making.

We Believe That at the advanced level of instruction in business communication students should further develop and refine those skills related to the content areas identified above.

In Addition, We Believe That students should:

- Understand organizational theory
- Be able to select appropriate media and channels for communication
- Know how to evaluate their own communication efforts
- Develop reference/research skills utilizing business and industry resource materials.

Instructional Strategies

We Believe That business educators should use a variety of instructional strategies and the latest technology when teaching business communication. Team teaching, simulation, programmed instruction, individualized instruction, and independent study can be used separately or in combination to teach business communication. Business educators must consider their personal strengths and weaknesses, student capabilities, budgets, and facilities and other ergonomic factors when determining instructional strategies.

Evaluation

We Believe That student performance should be evaluated in terms of competencies identified by business and industry. Evaluation should evidence mastery of these communication skills: oral, written, listening, nonverbal, problem solving, and decision making.

Responsibility of Business Educators

We Believe That the development of communication skills should be included in all instruction preparing students for the business world.

We Believe That business educators are uniquely qualified and have a responsibility to teach business communication skills. In addition to their specialized educational background, business educators maintain an awareness of the changing needs of business through:

- Business advisory committees
- Business internships
- Cooperative office education programs
- Professional organizations in education and in business
- Ongoing business and education seminars and workshops
- Requests from business for consultative services.

We Further Believe That business educators have an opportunity and a responsibility to use their expertise in helping to solve communication problems in business and industry through training programs or other consulting arrangements.

We Believe That when business communication is taught as a separate course, it should be recognized as meeting one of the language arts/English graduation requirements.

We Believe That Business Educators Must Accept The Challenge Of Developing Students' Business Communication Skills.

This We Believe About The Role Of Business Education In The Comprehensive High School

The purposes of the comprehensive high school are to provide:

1. A sound general education for all students as citizens in a democracy.
2. Elective programs for students to develop useful knowledge, skills, and attitudes.
3. Preparation for students who will seek further education.

Therefore, **We Believe That Business Education—**

1. Has a responsibility to help all high school students develop business, economic, and computer literacy.
2. Must provide needed leadership experiences through its student organizations.
3. Must provide occupational preparation for those students who will enter the work force upon completing high school.
4. Provides courses which should be accepted as meeting specific general education high school graduation requirements.
5. Provides courses which should be recognized as appropriate electives for college-bound students and should be accepted by colleges and universities as meeting part of their entrance requirements.

Goals Of Business Education

We Believe That The Goals Of Business Education Are To:

1. Educate individuals for and about business.
2. Provide opportunities for nonbusiness students to acquire business knowledge, skills, and attitudes needed to function effectively in their careers.
3. Provide a continuous program of planned learning experiences designed to help students effectively fulfill three roles:
   a. Make intelligent socioeconomic decisions as citizens
   b. Produce and distribute goods and services as workers
   c. Use the results of production as consumers.
4. Provide career information which will help students relate their interests, needs, and abilities to occupational opportunities in business.

Contributions Of Business Education To General Education

General education is designed to help all students attain the basic knowledge, skills, and attitudes which enable them to become contributing members of society. Therefore, **We Believe That Business Courses, Such As Business Communication, Business Economics, Business Management, Business Mathematics, Computer Literacy, Consumer Economics, General Business Keyboarding, And Occupational Program Sequences Contribute Greatly To Meeting The General Education Needs Of High School Students.**

Since many business courses develop competencies included in courses mandated in other general education areas, **We Believe That Those Business Courses Should Be Accepted And Applied Equally Toward Graduation.** Clearly such action depends upon all high school courses having well-described objectives and effective competency measures on the knowledge, skills, and attitudes to be developed.

Contributions Of Business Education To The Comprehensive High School

We Believe That Business Education Must Be An Integral Part Of A Balanced Program Of Study In The Comprehensive High School. Through the business education program, students experience the practical applications of basic skills to real world and real work situations. The public demand for students to have improved competencies in basic skills can be met through comprehensive business education programs where communication, computation, and computer skills are applied.

We Believe That The Diverseness Of The Business Education Curriculum Allows The Creative Teacher To Incorporate The Development Of Concepts And Values That Are Needed By Students, The School, Business, And The Community.

Business occupations represent the area of greatest potential for most communities in terms of both employment demand and student interest. Therefore, **We Believe That Because Business Education Serves A General As Well As A Documented Occupational Need, It Is One Of The Most Essential Programs In The Comprehensive High School.**

Concluding Statement

We strongly support—

- **Business education for business** which provides potential for making citizens financially self-sufficient and contributes to career development.
- **Business education about business** which provides instruction for learning how the private enterprise system functions and how one's business and economic life can be managed more efficiently.
- Business student organizations which provide a supplement to classroom learning and an opportunity for leadership development.

Further,

We Believe That These Three Dimensions Are Complimentary And That A Commitment To Them By Every Business Educator Will Help Achieve The Purposes Of The Comprehensive High School.

This We Believe About Linkages With Business

Business education historically has maintained a close involvement with the business world. The realities of the business world are reflected in course content, teaching strategies that incorporate current business practices, and the professional activities of business teachers. An effective involvement with the business world results when certain linkages are in place—linkages which provide desirable avenues for interaction among business persons, educators, and students.

Benefits

We Believe The Benefits Of a Linkage With Business Are Three Dimensional:

1. **For the business educator:** opportunities to communicate positively the mission of business education, sources of upgrading and updating the knowledge of teachers, and opportunities for consulting and interacting with employers.
2. **For the businessperson:** improved entry-level employees who possess useful and needed knowledge and skills, opportunities to utilize and blend the theoretical knowledge of educator consultants with the practical knowledge of businesspersons, and opportunities to exchange technical information and research results between business and education.
3. **For the student:** internships and cooperative education program opportunities, increased levels of relevancy in course work and other learning experiences which help lead to successful careers, and contacts and resources for future full-time employment.

Cooperation

Specific areas of cooperation with business include the use of advisory committees, the development of cooperative education or internship programs, and the utilization of student organizations as cocurricular activities.

Advisory committees at all levels of education provide for a formal interaction between education and business. Research indicates that effective liaison requires considerable care in constituting the advisory group. Committees which operate with well-defined member roles, established goals and objectives, and active assignments for members are the most effective and provide a desired linkage.

Cooperative education or internship programs provide experiences which integrate actual business experience with classroom learning. When such programs are based on carefully selected work stations, on well-developed training plans, and on supervision and evaluation provided by both the educator and the employer, this interface results in well-qualified and well-trained workers who enter the work force with realistic understandings of work and the responsibilities and opportunities of an employee. The interface also provides a constant feedback in terms of classroom and curricular needs.

Student organizations provide experiences which take students beyond the classroom and bring businesspersons into the educational setting. Such linkages with business open opportunities for students to visit places of business and to interact with businesspersons about employer expectations and career opportunities. These personal contacts provide practical reinforcement of what has been learned in the classroom.

Cooperation is promoted through the observation of special events, such as "Education for Business Week," "Professional Secretaries Week," "Vocational Education Week," and "National Consumers Week." Through these special observances, attention is called to the mutual interests and concerns of business and education. An appropriate focus on what business education does in each of the targeted areas should be promoted.

Memberships

Business educators at all levels should hold active memberships in professional organizations for secretaries, accountants, information processors, office managers, computer programmers, sales and marketing personnel, and other business occupations for which students are prepared. Contacts and expertise acquired through these memberships should be used to enrich and update instruction.

Businesspersons should be encouraged to hold active or associate memberships in appropriate business education organizations. Through such memberships, businesspersons gain an understanding of educational matters. In addition, contact with businesspersons helps teachers add realism to the classroom and develop better-prepared employees for business.

Placement

Business educators have a unique opportunity to utilize their linkages with business to provide students with personalized career counseling and to help locate jobs for their graduates. Whether graduates seek placement immediately upon completion of a program or seek further education, such career counseling is a significant benefit to the student.

Business educators must work closely with school counselors, placement personnel, and others involved in career guidance and placement. The input of business teachers must be substantive and reflective of their expertise in communicating the realities of the world of business.

Continuing Education

An increasing demand exists for business courses at the adult level which can be offered in all types of institutions by teachers dedicated to meeting the training and retraining needs of society. Employees should be encouraged to enroll through company tuition reimbursement or other incentive plans. In some instances, training needs are served best by teaching courses on the employers' premises. In addition to offering traditional courses, business educators should participate in the development of courses tailored to meet the needs of particular groups.

Business educators also play a major role in solving the problem of unemployment through government-sponsored training programs such as the Job Training Partnership Act (JTPA).

Assisting employed professionals with the attainment of desired certification such as the Certified Public Accountant

(CPA), Certified Professional Secretary (CPS), Certified Administrative Manager (CAM), or Certified Records Manager (CRM) further enhances the stature of business education and establishes additional linkages with business and professional groups.

Funding

Business educators must use their influence to encourage businesses to fund scholarship and grant programs that enable students to receive an education for business. Likewise, business educators as well as business leaders should contribute to the funding of research needed to improve business education. Funding should also be provided for faculty development and endowed chairs in business education.

Evaluation

Business educators must consider answers to the following questions in evaluating linkages:

1. Do linkages provide for a broad range of contacts?
2. Do linkages result in desirable educational content of benefit to students?
3. Do controls stay in the hands of educators who are best prepared to make decisions concerning the teaching-learning process?
4. Do linkages allow the educator or the educational institution to maintain a neutral, objective position on issues?

When the answers to these queries are positive, desirable linkages have been established.

Therefore, We Believe That Business Students, Teachers, Programs, And Businesspersons Benefit Significantly From Linkages Which Help Accomplish The Mission And Goals Of Business Education.

We Also Believe That Business Educators Must Assume Responsibility In Establishing Needed Linkages.

We Further Believe That Linkages Already In Place, As Well As Those To Be Established, Need the Leadership Of Business Educators To Assure That The Linkages Are Properly Established And Operate So That Both Business and Education Benefit And The Overall Program Of Business Education Is Improved.

Information Processing In Business Education

The office environment has undergone a transformation in the past decade. Systems changed, procedures changed, attitudes changed; and equipment not yet designed in 1970 had gone through several generations by 1980. Changing concepts are expanding the roles and responsibilities of those involved in office work. Technologies are merging. Information processing is emerging from data processing and word processing and becoming a part of a total integrated communications network, which continues to advance with telecommunications technology. The benefit of information processing is in the decreased length of time from the conception of an idea until the delivery of the finished product, which is the *measured productivity* of an individual.

The key challenge of office systems is the recognition that the growing trend toward the interconnection of technologies through telecommunications imposes a requirement for coordinated educational planning. As the primary purpose of office technology is to increase productivity of office personnel, they need to learn not one, but a number of technologies, at least on a conceptual level. A major challenge to business education is the development of a curriculum to reflect the rapidly changing technology and its impact on society.

In the critical task of budgeting for information processing, it is imperative that education keep pace with technology. Administrators and boards of education will need to consider information processing for at least three areas: (1) instruction in business education, (2) computer-assisted instruction, and (3) administrative decision making. This paper deals only with information processing within a comprehensive business education program.

Information processing is defined as a collection of word and data processing equipment, procedures, software, data, and people that integrates the subsystems of the organization and provides information for the user. Information is processed data. Data are input facts and figures; whereas, information is the output for decision making.

From a practical viewpoint, information processing can be thought of as performing two functions: (1) It provides management information for decision making (i.e., sales, production, and financial records and reports), and (2) it furnishes a mechanism for processing and communicating transactions.

The functions of information processing may be further clarified as follows:

Data processing: handling alphanumeric data
Word processing: putting ideas into readable form
Reproduction: duplicating narrative or data information
Distribution: disseminating information
Records maintenance: storing and retrieving of recorded information

These functions occur in an office. Technology speeds the process and makes the processing of words and data more efficient than was heretofore possible.

The three basic elements in an information system are: (1) input/output, (2) information-based storage, and (3) communications/distribution. Different technologies or different approaches within the same technology can perform similar functions, depending upon the size and operation of an organization.

Input/output includes such functions as data entry, text-word processing, optical character recognition (OCR)/code scanning, computer output microfilm (COM), phototypesetting, dictation/voice input, photographics/micrographics. Included in information-based storage may be hard-copy documents, micrographics, and magnetic storage. Communications/distribution may include such methods as facsimile, telex/TWX, microwave/satellite communicating facilities, voice-level communications, fiber optics, laser technology, and reprographics.

A distributed information processing system in an automated office represents a confluence of technologies. These may include interconnecting networks of microcomputers, intelligent terminals, and central computers.

Students

All students should develop literacy skills. They should acquire computational skills, be able to merge computational and language skills, and obtain a knowledge of economics as it relates to the work function within a company and within the free enterprise system. Information processing is important to every business student. Keyboarding is a basic skill needed for individuals who will be using information processing equipment. Other vocational competencies, including career decision making, incorporated into an information processing curriculum will help them to perform effectively in the continuously changing business office.

The human factor becomes more important as inevitable changes in systems and equipment affect attitudes and emotions. The curriculum should include how to deal with change. There is a tendency to overemphasize the significance of technology at the expense of the forces of change. Managers, as well as curriculum planners, may become too impressed with equipment and forget the *function* to be performed by the process which utilizes the equipment. Students in business courses should be made aware of the potential of information processing and its effects on related fields and on human factors.

Men and women who acquire information processing competencies can increase their employment potential, both on a part-time basis and in full-time employment.

Curriculum

Three alternatives for information processing education include (1) the integration of information processing—either for personal or vocational uses—within existing courses; (2) a course providing introduction to information processing concepts; or (3) a full curriculum model in which a progressive series of information processing courses is available, including a capstone unit.

The needs of the students, needs of the labor market, availability of financial resources, current curriculum structure, and the general policies of the school system dictate which model is most appropriate. An advisory committee should be utilized both in establishing the program and in its operation and evaluation.

Great care must be taken in purchasing equipment to ensure that the system matches student and community needs in business education. The equipment selected also should be of a design that can be used for multiple purposes—word processing, data processing, and for computer-assisted instruction. Because there are so many products on the market related to information processing, it is essential that all users of the equipment be involved in selecting hardware and software so that equipment, maintenance, and servicing is integrated and cost effective. A planning team may be considered when selecting equipment for multiple use.

Sequence of Instruction

The prerequisites to an information (data and word) processing sequence of instruction are basic computational, language, and keyboarding skills. Continued emphasis must be placed upon the development and application of language and computational skills.

Whether information processing is designed as a full curriculum, offered as an independent course, or integrated within existing courses, the suggested sequence of instruction is (1) introduction to office functions and the role of information processing, (2) information processing concepts and careers, (3) information processing skills (basic and advanced), and (4) information processing supervision and management.

Instructional Objectives

The instructional objectives for an information processing curriculum encompass information processing concepts, equipment operation, supervisory and managerial skills, and systems analysis and design concepts.

Competencies needed by information processing personnel include (1) knowledge of the functions and procedures involved in any office; (2) understanding of concepts, processes, and careers made possible by information processing; (3) use of effective oral and written communications; (4) development of equipment-related skills including keyboarding, dictating and transcribing, and reprographics; (5) development of planning, organizing, and decision making skills; (6) development of supervisory skills; and (7) development of attitudes and interpersonal skills acceptable in business.

Suggested Course Content

Specific units and topics selected for instruction will be based upon the learning objectives appropriate for particular students and community needs.

The following areas may be included in the instructional program: (1) overview of office functions and place of information processing in increasing productivity; (2) feasibility of information processing systems within an organization; (3) organizational structure and patterns, including process analysis; (4) input and output procedures and equipment; (5) reprographics; (6) micrographics; (7) use of computers; (8) records management; (9) control and measurement of techniques and procedures; (10) career opportunities; (11) a preview of information processing in the future; and (12) capstone experience-based unit to integrate concepts and skills.

Levels of Instruction

Although certain components of information processing instruction are necessary regardless of the level of instruction, emphasis given to particular components will depend upon the educational level of the institution.

Secondary level instruction should include an introduction to the concepts of information processing and its effect upon offices, jobs, and skills. Emphasis should be on language and computational skills, computer literacy, specialized equipment operations, and interpersonal relationships.

Two-year college and other postsecondary vocational instruction should include not only those areas taught at the secondary level but also the introduction to and application of advanced information processing and production. The development of supervisory skills and application of management techniques should be included in postsecondary instruction.

Four-year college and university level instruction should include all the areas previously referred to and, in addition, emphasize management systems design and analysis. Students should be made aware of expanded career opportunities related to information processing.

At the continuing education level of instruction, emphasis should be on those areas which meet the needs of the community for upgrading, retraining, and/or enrichment.

Business Teacher Education

Business teacher education has the responsibility for preparing both preservice and in-service business teachers to plan, implement, and integrate information processing educational programs. Because of the acute need for keeping aware of changing technology and the office environment, it is especially important that business teacher education provide in-service programs related to new office technology.

Summary

To meet general and vocational education needs of students, it is imperative that the educational system enable students to attain a working knowledge of information processing.

Information processing is a collection of word and data processing equipment, procedures, software, data, and people that integrates the subsystems of the organization and provides information for user decision making. Functions include data processing, word processing, reproduction, distribution, and records maintenance.

Three basic elements in an information system are (1) input/output, (2) information-based storage, and (3) communications/distribution.

Students. Students should develop computational and language skills as well as a knowledge of economics. Students should be made aware of the potential of information processing and its effects on related fields and on human factors.

Curriculum. Needs of students, labor market, and financial resources influence the pattern of instruction.

Three alternatives of information processing include (1) the integration of information processing into existing courses, (2) an introductory course, and (3) a full curriculum.

Regardless of the curriculum pattern, the suggested sequence of instruction is (1) introduction to office functions, (2) information processing concepts and careers, (3) basic and advanced skills, and (4) information processing supervision and management.

Business teacher education. Business teacher education has the responsibility of preparing both preservice and in-service teachers to plan, implement, and integrate information processing educational programs.

The opportunities for business education to serve are unparalleled. New tools are available to help teachers and administrators to be more efficient, effective, and creative than ever before. Business education is providing the leadership.